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ABSTRACT

This document contains seven reports on the first phase of EPDA programs in Utah which were intended to train people from the community to make a substantial contribution to the classroom. Carbon County School District provided a program for 19 teacher aides which included college courses and assignment to experienced classroom teachers. The Granite School District project was designed to obtain teachers and paraprofessional staff for special education programs. Each participant was able to work in an actual classroom situation, and workshops were conducted by university and district administrative staff, teachers, and consultants. The Millard County School District program had 33 participants who were trained as clerical, service, and classroom aides. The Ogden School District program to select and train teaching personnel was designed for two phases, one to develop a new training program and new materials and the second to recruit, select, and train 30 people using this program. The report deals only with the first phase involving the development of self-instructional units called WILKITS (Weber Individualized Learning Kits). The Provo School District program involved the design of a curriculum for teachers and paraprofessionals. Tooele School District provided a workshop for instructional and clerical aides. Wasatch County organized an eight-district cooperative program. Material used in several of the programs is also included in the document.) (MBM)

ED053105

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UTAH REPORT

OF

PARTICIPATION IN PART B SUBPART 2 OF THE

EDUCATION PROFESSIONS DEVELOPMENT ACT

(TITLE V OF HIGHER EDUCATION ACT OF 1965)

PHASE I

JULY, 1970

SP005222

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UTAH REPORT
OF
PARTICIPATION IN PART B SUBPART 2 OF THE
EDUCATION PROFESSIONS DEVELOPMENT ACT
(TITLE V OF HIGHER EDUCATION ACT OF 1965)
PHASE I

The intent of the grant is to "bring into the schools persons from the community . . . who with adequate training, could make a substantial contribution to the classroom."

All parties have cooperated to make the EPDA programs successful in the State. The local communities, the local school agencies, the higher institutions, the State Education Agency and the Federal Government have all been willing to serve and coordinate their efforts.

The first phase of the plan has been concluded. The reports contained herein are presented by project coordinators for dissemination.

Readers will gain ideas and assistance which may be applied to the preparation of teachers and aides in their respective agencies.

UTAH
MEMBERS OF THE ADVISORY COMMITTEE FOR EPDA

CHAIRMAN: Stephen Alley, Dean of College of Education, Brigham Young University

Ex Officio Members:

Walter D. Talbot, State Superintendent of Public Instruction (1970)
T. H. Bell, State Superintendent of Public Instruction (1969)
Lerue Winget, Deputy Superintendent for Instruction

Members from Higher Institutions:

Caseel D. Burke, Dean of School of Education, Weber State College
Stephen Alley, Dean of College of Education, Brigham Young University

Members from School Districts:

Ferrin Van Wagoner, Society of Superintendents, Wasatch School District
Clifton M. Pyne, Principal, Orem High School
Carl Whatcott, Principal, Beaver Jr. - Sr. High
Robert A. Stewart, Principal, Plain City Elementary
Ted T. Peterson, Director of Teacher Personnel, Granite School District

Members from State School Office:

Rowan Stutz, Division of Auxiliary Services
Quentin B. Utley, Administrator, Division of Elementary and Secondary Education
Bernarr S. Furse, Project Director, Division of Comprehensive Planning
G. Morris Rowley, Coordinator of Elementary Education
Walter Ulrich, Administrator, Division of Vocational Education
N. Blaine Winters, Senior Specialist in Education

CARBON COUNTY SCHOOL DISTRICT
57 East 4th North
Price, Utah 84501

PREPARATION OF PARA-PROFESSIONALS

A Progress Report
Submitted to

Utah State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

An Education Professions Development Act
Grant
(Part B - Subpart 2 Title V of Higher Education Act of 1965)

J. Grant Kilfoyle, Superintendent
Eugene Crocco, Coordinator

CARBON COUNTY SCHOOL DISTRICT
E.P.D.A.
EVALUATION REPORT
PHASE I

A. Community Characteristics

Carbon County is bounded on the west by the Wasatch Mountains and on the east by the Green River. The county has an area of over 1,500 square miles and is known as the "power house" of Utah because of its large reserves of bituminous coal and natural gas.

The city of Price is the county seat of Carbon County and its largest city, 6,000 population. Price is the trade and cultural center of southeastern Utah. It is also the distribution point for this area's agricultural and commercial activity. Price is a modern, attractive and progressive city and is the home of the College of Eastern Utah, which contributes much to the cultural activity of the county. A progressive prideful citizenry has developed fine community facilities which include all the amenities for comfortable, gracious living.

Together with next door neighbor Helper, Price is the major retail trading center of southeastern Utah, serving an overall population of more than 16,000 people. Other Carbon County communities include little rural coal mining and farming areas such as Castle Gate, Martin, Spring Glen, Kenilworth, Carbonville, Wellington, Dragerton, Sunnyside, Hiawatha, Scofield and Clear Creek.

From a labor supply standpoint the area is an industrial "sleeper" for several reasons. First, due to technological advances and mechanization of bituminous coal mining and a steadily lowering demand for coal, Carbon County has been a labor surplus area for the past ten years with an average of nine per cent or more unemployment rate.

Because the coal industry has declined in terms of number employed, governmental agencies now employ the greatest number of people.

Due to the high unemployment rate the number of families on family assistance is 337. This represents 8.2% of the total number of families in the area.

The county has an unusual educational profile in that it has a large number of professional people as well as a large amount of illiteracy. The following is a Carbon County tabulation of adults twenty-five years of age, or older, who have completed eight years of formal education or less taken from the 1960 census.

	Population 25 Yrs & Over	No School	1-4 Years	5 & 6 Years	7 Years	8 Years	Total
Totals	10,603	273	722	580	551	1,659	3,785
Male	5,356	175	428	310	320	901	2,134
Female	5,247	98	294	270	231	758	1,651

The dropout rate for the county the past several years has been extremely low. Those that could be classified as dropouts numbered only twenty-three. Because of the extensive Adult Education program most of the students who drop out of the day program are placed into a night program immediately. Most of the pupils in the night program complete and graduate from high school.

The delinquency rate for children under eighteen years of age, according to a recent survey, indicated that in the year 1968-69 of 4,370 school children there were 250 referrals to the juvenile court. This represents a referral rate of 17.4%. The figure herein represented is not dominated by the minority groups that live within the county.

Of the total number of students there are 23 Negroes, 32 American Indians, 13 Oriental, 492 Spanish surnames and 3 others.

Despite the large number of Spanish surnames there is no real linguistic problem within the district.

B. School Characteristics

Carbon County puts great emphasis on education. In the past decade, the building program has been one of the most comprehensive in the state. The district has built two new high schools, one new junior, two new elementary schools, one that is relatively new and have innovated the other three schools. Competent instructional staffs and carefully developed curricula are maintained at all times.

The average teacher-pupil ratio in the schools is kept at a level which is conducive to good teaching. On the elementary level the ratio is normally 30 pupils, on the secondary level it is normally 24 pupils; however, because of the numerous special classes that are taught in the district there are many classes of which the teacher-pupil ratio gets as low as eight. The students are grouped in most cases according to achievement level and in some schools team teaching is being experienced.

The district has had some prior experience with teacher aides because of its involvement in Title I of the Elementary-Secondary Education Act and Project Headstart through the Office of Economic Opportunity. These two funding areas have assisted the district for the past two years to use teacher aides to ease the teacher workload rather than assist in the preparation of teachers.

CARBON COUNTY SCHOOL DISTRICT

Personnel Characteristics

Holding Certificates

170

Letters of Authorizations

2 Secondary

2 Elementary

Average Number of Years of Teaching Experience

12.8 Years

Ethnic Groups Represented by the Teachers

Spanish Surname 5

Teacher Turnover in 1969

29

Teacher Sex Ratio

Principals		Teachers	
Male	Female	Male	Female
10	1	73	101

Average Teacher Age

Elementary	44.7 Years
Secondary	40.1 Years
Combined	42.2 Years

C. Procedures for Selection of Trainees

Recruitment

The two local newspapers were contacted and a comprehensive article was published to identify the project. The local radio station was also contacted, in which a taped interview was made with the project director and played twice daily for five days on the local news program.

A special application form was made and all applicants interested had access to the applications at the Carbon County Administration Office. Forty-nine applications were returned. Of this number nineteen would be selected. Qualities looked for included such things as marital status, schooling, special interests, work experience in reference to working with children, specific skills and references.

All the applicants were personally interviewed by a panel of three principals who had a considerable amount of previous experience with teacher aides.

At the conclusion of the interviews the panel then, after careful consideration, selected the nineteen participants.

The first portion of the teacher-aide training program was to enlighten the participants on the child, the child's growth and development and the clerical skills required in a school environment.

Six college courses were set up in cooperation with the College of Eastern Utah to achieve the above objectives. The following table is a summation of the classes:

Class	No. Taking Class	Marks A	B	C	College Credit
Child Development	17	7	7	3	4 Qtr Hrs
Basic Communications	10	2	6	2	3 Qtr Hrs
General Psychology	9	3	3	3	5 Qtr Hrs
Intermediate Typing and Office Machines	18	6	12	0	2 Qtr Hrs
Intro. to Sociology	2	2	0	0	5 Qtr Hrs
Intro. to Educational Media	19	11	6	2	2 Qtr Hrs
Totals		31	34	10	Possible 21 Credits

Of the nineteen participants 41% received A grades, 45% received B grades, and 13% received C grades.

Educational Background of E.P.D.A. Trainees

High School Graduates	One Year College	Two Years College	Three Years College	Four Years College
19	5	8	1	1

At the beginning of the 1969 school year the trainees were assigned to various schools within the district. Each was assigned to a selected teacher who in most cases had had prior experience with teacher aides.

Each assigned teacher was given a pre-orientation session to make sure she understood the program and the role she was to play in it.

The aides were then brought into the school building to perform the following tasks:

1. To meet the school staff and learn their functions.
2. To learn the objectives of the school.
3. To find out what to observe in the school. (Total school environment).

4. To begin the process of keeping a log.

5. To get a thorough orientation as to the classroom environment.

6. To gain insight into various methods of teaching.

7. To learn the skill of reading and listening to the child.

8. To learn how to supervise various activities such as:

   (a) Snack Break
   (b) Toilet Recess
   (c) Emergencies
   (d) Assembly Duty
   (e) Hall Duty
   (f) Cafeteria Duty
   (g) Playground Duty
   (h) Class Trips

9. To learn how to use audio-visual equipment such as:

   (a) Tape Recorder
   (b) 16 M M Projector
   (c) Filmstrip Projector
   (d) 8 M M Super Projector
   (e) Slide Projector (35 M M)
   (f) Overhead Projector

10. To learn how to utilize and produce visual materials such as:

    (a) 10 x 10 overhead transparencies
    (b) Thermofax Machine
    (c) Two Lifting Processes
    (d) Mounting with Chartex Mt 5 and Photoflax
    (e) Lamination
    (f) Learn to Evaluate and Select Instructional Materials

11. To learn how to use various business and duplicating machines.

12. To learn about and the use of the variety of instructional materials and learning devices.

13. To learn how to become a responsible member of a working team.

14. To learn the educational vocabulary.

15. To learn the skills necessary to use a library effectively.

In attempting to justify the basic purpose supposedly served by the aides, each aide measured her daily activities by time. The teacher in turn did the same thing. In this five month period, we found the aides had participated in such a variety of activities that they were able to substantially achieve what we intended.

The greatest percentage of time was spent on (a) correcting papers, (b) recording grades and records, (c) taking attendance, (d) preparing reports, (e) supervising children, (f) monitoring written leesons, (g) putting up bulletin boards, and (h) reading stories. Those aides that were assigned as clerical listed as services utilizing most of their time (a) typing, (b) preparing stencils and (c) mimeographing.

What did the teachers do with all this new-found time? They (a) increased the time spent on lesson preparation, (b) recitation, (c) preparation of homework assignment, (d) moving about the classroom desk to desk for individual instruction, and (e) had more parental contacts.

We also found that the aides were collecting, recording, and accounting for fund collections, securing and distributing supplies, acting as room librarian, operating projectors, record players, and other audio-visual equipment, playing the piano for rhythm activities and singing.

As you will note, the trainees were not allowed to assume the professional duties of the teacher.

The director of the program can see some changes which he feels would enrich the program. He would not change the objectives nor the goals. The degree to which they were met is still uncertain. In the selection of the aides we have been most fortunate; the trainees are ideal pupils, enthusiastic, receptive to the curriculum, and dependable. The program still continues with the original nineteen trainees.

Most of the trainees were able to receive the type of training the project was designed for. On the elementary level, the training was more comprehensive. The trainees on that level were allowed to participate in more activities.

As with any kind of project, an aide training program can be no better than the quality of the teaching staff, which in our case was excellent. They were willing, enthusiastic and very proficient. I would like to see more in-service training for the teachers. Aides can be only as helpful as teachers allow them to be, and teachers cannot use aides unless they know how.

Twenty-seven assigned teachers and eight principals were involved in a workshop that was in session for six hours. The consultant for the workshop was Carl Richart, Assistant Professor of Elementary Education, from Weber State College. Enclosed is an agenda of the workshop and some of the materials that were handed out and discussed.

Teacher Aide Comments

a. Learning how to work creatively with children is a beautiful experience.

b. I think the teachers brought the practical side of the job into view.

c. I have learned how to create an environment where a child can enjoy learning.

d. I never thought that the educational process could be so enjoyable.

e. The classes we took at the College of Eastern Utah were most helpful before entering the schools.

f. I was able to relieve the teacher of many of the clerical duties and other daily tasks, so they could spend more time in actual teaching and planning.

g. I never realized how comprehensive and delicate the teaching process could be.

h. I found that teachers are unbelievably dedicated.

i. I have thoroughly enjoyed the program thus far.

CARBON COUNTY SCHOOL DISTRICT
APPLICATION BLANKS
PRICE, UTAH

Date.....

Name.....Condition of Health.....

Date of Birth.....Height.....Weight.....

Address.....Zip Code.....Phone.....

Marital Status: Married ☐ Single ☐ Divorced ☐ Widowed ☐

Head of Household Employer.....

Position for which you are making application.....

SCHOOLING:

Grade School.....Grade Completed.....

High School Attended.....Date of Graduation.....

Colleges Attended.....

QUALITIES OR SPECIAL INTERESTS:

Like music, typing, dancing, etc.....

.....

EXPERIENCE:

Experience with young children. List ages, activity, etc.....

.....

REFERENCES: List names and addresses of at least three people.

.....

.....

.....

Teacher Aide Interview

1. Introduction of the interviewing team.

2. One of the three should indicate that they cannot promise a job, but each applicant must be interviewed before a recommendation can be made to the Board of Education.

3. Questions that could be asked of each applicant:

   a. Do you like children?

   b. How do you feel about disciplining a naughty child?

   c. Do you have children of your own? How many? What are their ages?

   d. Are you presently employed?

   e. Have you ever worked before? Where?

   f. Do you think you have the qualifications to be a teacher aide? What kind?

   g. Do you know what a teacher aide is? Why would you want to be a teacher aide?

   h. What is your present health condition?

   i. What is your background in reference to schooling?

   j. Do you have any special qualities?

   k. Do you have any desire at the moment to pursue a four year college program in teaching?

   l. Do you understand that if you are accepted, your obligation would be binding for six months?

   m. Can you accept constructive criticism and/or suggestions without resentment?

BOARD of EDUCATION

CARBON COUNTY SCHOOL DISTRICT

J. GRANT KILFOYLE
SUPERINTENDENT

MOVELL JEWKES
BUSINESS MANAGER

65 East 4th North Drawer B

Price, Utah 84501

June 19, 1969

Dear

After careful consideration, the Superintendent is happy to announce that you have been temporarily assigned as a Teacher Aide Trainee in the Carbon County School District as of Monday, June 23, when you will report to the College of Eastern Utah, Administrative Wing at 1:30 P. M., for registration.

As you know, the entire cost of the program will be absorbed by the school district. You will also receive $1.40 per hour for the time you are involved in the training program. The only cost that you will encounter will be that of college credit if you desire it.

It is our understanding that you are aware of your obligation and will remain in the program for its duration (six months).

Would you please sign and return the white copy to our office.

Cordially,

J. Grant Kilfoyle,
Superintendent of Schools

I accept this position as a Teacher Aide Trainee under the E.P.D.A. and sponsored by the Carbon County School District, and will comply with the above conditions.

_____
Signature of Applicant

BOARD of EDUCATION

CARBON COUNTY SCHOOL DISTRICT

J. GRANT KILFOYLE
SUPERINTENDENT

MOVELL JEWKES
BUSINESS MANAGER

65 East 4th North Drawer B

Price, Utah 84501

June 19, 1969

Dear Applicant:

We would like to take this opportunity to thank you for your interest in our E.P.D.A. project. We are sorry that your application was not accepted. Since our grant was not sufficient to include everyone who applied, it was necessary to reduce the applicants accordingly.

Thank you again for your interest.

Sincerely,

J. Grant Kilfoyle

J. Grant Kilfoyle,
Superintendent of Schools

JGK:cm

CARBON COUNTY SCHOOL DISTRICT
E.P.D.A.

WORKSHOP E.P.D.A. October 25, 1969 (Saturday)

5 hours

TEACHERS

23 Teachers
@ $5.00 per hour $560.00

PRINCIPALS

Schools involved

PLACE

District Administration Building
Little Auditorium - Media Center

CONSULTANTS

Mr. Gary Tomsic,
District Media Specialist
3 Hours @ $5.00 per hour $15.00

Use and making of visual materials

Carl Richart,
Assistant Professor of Elementary Education,
Weber State College
1 Hour (or two) @ $15.00 per hour

Child Development

PANELS (3)

Teacher (5)

Principals (5)

Trainees (5)

BOARD of EDUCATION

CARBON COUNTY SCHOOL DISTRICT

J. GRANT KILLPOYLE
SUPERINTENDENT

MOVETT JEWKES
BUSINESS MANAGER

65 East 4th North Drawer B

Price, Utah 84501

October 31, 1969

I would like to take this opportunity to thank you for the interest you have shown thus far in our E.P.D.A. Project.

As you know, the project is designed to help train you within an educational environment. Because instructional media has become so important in helping the teachers achieve their educational goals we have arranged for a workshop to be held on Saturday, November 8th, 1969, at the Carbon County School District Administration Building, beginning with registration at 8:30 A.M., and continuing until 12:00 P.M., in the Media Center, second floor.

The workshop will deal with the making and use of visual instructional materials which I'm sure you will find most enjoyable and profitable. Mr. Gary Tomsic, the Media Specialist for the School District, will be your host.

Your attendance will be most appreciated and you will be paid the rate you are presently making for the three hours you are in attendance. Refreshments will also be served. If you are unable to arrange your schedule please contact me.

I'm looking forward to seeing you at the workshop.

Sincerely,

Eugene Crocco,
Coordinator Special Programs.

EC:cm

BOARD of EDUCATION

CARBON COUNTY SCHOOL DISTRICT

J. GRANT KILFOYLE
SUPERINTENDENT

MOVELL JEWKES
BUSINESS MANAGER

65 East 4th North Drawer B

Price, Utah 84501

October 31, 1969

I would like to take this opportunity to thank you for the interest and cooperation you have shown towards the District's Educational Professional Development Project.

As you know, the project is designed to train and motivate these trainees to pursue a career in education to help alleviate the teacher shortage. Because there is still a great deal of mist as to the work role these trainees ought to perform in a working relationship with teachers, the District has arranged for a workshop to be held on Saturday, November 8, 1969, at the Carbon County School District Administration Building, beginning at 8:30 A.M., with registration and continuing until 3:00 P.M., in the little auditorium, second floor.

The workshop will deal with new staffing patterns, new approaches to teaching methods with the use of aides, time allotments, jurisdiction and career development which I'm sure you will find most enjoyable and profitable.

We are most happy to have as our guest consultant, Carl Richart, who is an assistant professor of Elementary Education at Weber State College. He will make a presentation on Staff Utilization as it relates to having another adult as an integral part of the classroom.

Your attendance will be most appreciated and you will be compensated at the rate of $5.00 per hour for the five hours that you will be in attendance. Refreshments will also be served. If you are unable to arrange your schedule for the workshop please let me know.

I'm looking forward to seeing you at the workshop.

Sincerely,

Eugene Crocco,
Coordinator Special Programs.

EC:cm

Durrant School

Teacher Aide Program Schedule

A.M. Mrs. Kandaris---Mrs. Mascaro

Monday--1st and 2nd grades 8:45-10:45 Kandaris and Mascaro Collect Lunch Money Mimeographing, Clerical Work	Monday---Third grades 10:45-11:45 Kandaris and Mascaro
Tuesday, Wednesday, Thursday, Friday Mrs. Houston 8:45-9:45 Mrs. Kandaris (Aide)	Tuesday, Wednesday, Thursday, Friday Mrs. Mabbatt 8;45-10:45 Mrs. Mascaro (Aide)
Tuesday, Wednesday, Thursday, Friday Mrs. Longhurst 9:45-10:45 Mrs. Kandaris (Aide)	Tuesday, Wednesday, Thursday, Friday Mrs. Davis 9:45-10:45 Mrs. Mascaro (Aide)
Tuesday, Wednesday, Thursday, Friday Mr. Bate 10:45-11:45 Mrs. Kandaris (Aide)	Tuesday, Wednesday, Thursday, Friday Mrs. Guymon 10:45-11:45 Mrs. Mascaro (Aide)

Durrant School

Teacher Aide Program Schedule

P.M. Mrs. Dimick---Mrs. Johnson

Monday Tues. Wed. Thurs. Fri. Grades 1-6 11:45-12:25 Lunch Line Duty Mrs. Johnson, Mrs. Dimick (Works under teacher's direction)	Monday--12:30-2:45 Mrs. Longhurst Mrs. Johnson (Aide)
Monday--12:30-2:45 Mr. Bate Mrs. Dimick (Aide)	Tuesday--12:30-2:45 Mrs. Mabbatt Mrs. Johnson (Aide)
Tuesday--12:30-2:45 Mrs. Houston Mrs. Dimick (Aide)	Wednesday--12:30-2:45 Mrs. Guyman Mrs. Johnson (Aide)
Wednesday--12:30-2:45 Mrs. Davis Mrs. Dimick (Aide)	Thursday--12:30-2:45 Mrs. Johnson & Mrs. Olson Mrs. Johnson (Aide)
Thursday--12:30-2:45 Mrs. Young & Mrs. Fry Mrs. Dimick (Aide)	Friday--12:30-2:45 Mrs. Gitlin & Mrs. Delling Mrs. Johnson (Aide)
Friday--12:30-2:45 Mrs. Passey Mrs. Dimick (Aide)	Kindergarten Aide: Melanie Hamilton Hours 8:45-10:45 A.M. Session 12:45- 2:45 P.M. Session During week of lunch room duty 10:00 A.M. to 2:00 P.M.

CARBON COUNTY SCHOOL DISTRICT

E.P.D.A.

TEACHER'S AIDE RECORD OF SERVICES

Teacher Aide _____ School _____

Teacher _____

Principal's Signature _____ Month _____ Year _____

This report is due in to your principal by the end of the month.

ASSIGNMENT		SERVICE RECORD	
Date	Description	Hrs.	Teacher's Initials

CARBON COUNTY SCHOOL DISTRICT

DUTIES OF TEACHER AIDES

Teacher aides will perform the duties listed herein. The nature of the duties performed will naturally vary according to the grade level and type of school in which they are employed. Types of duties to be performed are summarized under Supervisory and Non-Supervisory classifications. Specific descriptions of each activity will be detailed in the two week's pre-service training program.

1. Supervisory Duties of Teacher Aides
   - Cafeteria
   - Playground
   - Classroom (Monitorial, Non-instructional)
   - Gym and Locker Room
   - Halls
   - Bus Duty
   - After School Activities

2. Non-supervisory Duties of Teacher Aides
   - General Clerical (attendance, typing, record keeping)
   - Library Assistance
   - Audio-visual Equipment (preparation, projection, care)
   - Preparation, Duplication of Mimeograph Materials
   - Collection of Money, Lunch Count, Banking
   - Preparation of Bulletin Boards
   - Personal Care with Handicapped Pupils
   - Other Specific Programs (such as health, physical education, etc.)

Duties not specifically listed herein may be performed by teacher aides only with the full knowledge and consent of the building principal.

Partial List of Tasks Performed by Aides in Current Programs

Supervising children in the classroom

Helping with arts and crafts materials

Helping with troublesome children

Signing seat work papers for children

Keeping books in order

Helping keep room clean

Helping physically handicapped children

Helping with coats

Telephoning parents

Writing notes to take home

Preparing papers for the truant officer

Taking attendance

Helping foreign-speaking children with reading

Listening to children read

Working with flash cards

Reading stories

Operating filmstrip projectors and other equipment

Taking charge of bulletin boards

Making posters

Supervising in the halls

Supervising in the auditorium

Supervising in the playground

Taking charge of games

Supervising in the Cafeteria

Distributing milk and cookies

Taking children to toilets

Filling out trip cards

Partial List of Tasks Performed by Aides in Current Programs (continued)

Supervising leaving and boarding of buses for trips

Taking trips with children

Collecting bank money

Collecting money for milk

Recording of money collection

Assisting in the library

Stamping books

Distributing supplies and textbooks

Working in the Title I office

Helping in the office

Filing papers

Helping with remedial reading

Supervising classroom entrance

Helping with clerical work

Operating mimeo and ditto machines

CARBON COUNTY SCHOOL DISTRICT

E.P.D.A. WORKSHOP

A C T I V I T Y S H E E T

NAME .....
(Last) (First) (Initial)

SCHOOL .....

Grade levels of pupils with whom you will work? .....

Attached is a list of some activities. Beside each item, CHECK the column on the left which best describes how helpful this particular activity seems to you when performed by an aide, and also CHECK the column on the right which best describes how often you believe you will do this particular activity in the school where you expect to work or are working. If the activity does not fit the grade level of the pupils with whom you will or do work, you would check it as NEVER LIKELY TO BE DONE by you on the job.

EXAMPLE:
Below, please practice by checking the following item which does not appear in the attached form. Discuss this exercise with the person who is showing you how to fill out this form.

HOW HELPFUL TO THE PUPILS AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE DID THIS?				(Please CHECK each item on both left and right hand sides, before checking next item.)	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?			
Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful	ACTIVITIES	Most of Time	Often	Seldom	Never
				Printing a pupil's name on his photograph.				

NAME _____ CARBON COUNTY SCHOOL DISTRICT E.P.D.A

HOW HELPFUL TO THE PUPIL AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				Please check each item on both left and right hand sides, before checking next item.	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				1. Taking charge of a small group which is working on a special project while the teacher works with another group.				
				2. Preparing A.V. materials such as charts at the request of the teacher.				
				3. Helping pupils learn how to settle arguments without fighting.				
				4. Playing games with pupils (such as rhyming games, guessing games, finger games).				
				5. Preparing bulletin board displays.				
				6. Stopping pupils from fighting (rationale: teacher usually decides when this is necessary).				
				7. Talking quietly with a pupil who is upset.				
				8. Interesting a restless pupil in some of the available activities.				
				9. Keeping records, such as attendance and health records.				
				10. Taking charge of pupils at various occasions, such as: during lunch period, in hallways and on bus.				
				11. Taking responsibility for class for a few minutes when the teacher is called away.				

HOW HELPFUL TO THE PUPIL AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				Please check each item on both left and right hand sides, before checking next item.	HOW OFTEN DO YO BELIEVE YOU ARE LIKELY TO DO TH ON THE JOB?**		
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	A C T I V I T I E S	Most of the Time	Often	Seldo
				12. Listening to a pupil tell a story.			
				13. Giving a pupil a chance to show he can do something well.			
				14. Helping teachers take care of pupils in assembly.			
				15. Reading and telling stories to pupils.			
				16. Passing out and collecting pupils' materials.			
				17. Helping pupils learn to play together, (such as teaching them to take turns, share toys and other materials.			
				18. Encouraging pupils to make the most of themselves.			
				19. Helping young children learn to use crayons, scissors, paste, and paint.			
				20. Helping pupils learn proper use of tools and equipment.			
				21. Encouraging pupils to help each other.			
				22. Singing with a group of pupils.			
				23. Operating equipment such as movie projector, slide projector, tape recorder.			
				24. Running a duplicating machine.			

HOW HELPFUL TO THE PUPIL AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				Please check each item on both left and right hand sides, before checking next item.	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB? **			
Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				25. Showing pupils how to clean up and put away materials.				
				26. Helping pupil understand teacher's directions.				
				27. Helping pupils improve their manners.				
				28. Helping pupils get ready to put on an assembly program (such as making costumes, making scenery, listening to pupils rehearse).				
				29. Getting the classroom ready for the next day.				
				30. Checking playground equipment for safety.				
				31. Listening to pupils talk about themselves.				
				32. Acting out stories with pupils.				
				33. Explaining school rules to pupils.				
				34. Filing and cataloguing materials.				
				35. Giving the teacher information about a pupil which will help the teacher in working with him.				
				36. Taking pupils to and from various places in school (such as lunchroom, nurse's office, principal;s office, bathroom).				
				37. Checking supplies.				
				38. Helping a teacher plan trips with pupils.				
				39. Taking notes at meetings when asked.				
				40. Helping a teacher make arrangements for a trip.				

HOW HELPFUL TO THE PUPIL AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				Please check each item on both left and right hand sides, before checking next item.	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB? **			
Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				41. Checking daily on the health of pupils.				
				42. Helping a pupil look up information in a book.				
				43. Checking on temperature, fresh air, and lighting in the classroom.				
				44. Taking groups of children on a trip.				
				45. Doing errands and carrying messages.				
				46. Helping pupils pick out books in the library.				
				47. Helping pupils learn how to use the bathroom.				
				48. Giving first aid to a pupil.				
				49. Organizing outdoor activities for class.				
				50. Collecting milk money, money for lunch tickets or other needs.				
				51. Helping a pupil learn to do something new and perhaps a little more difficult than he thinks he can do.				
				52. Making arrangements for the use of equipment.				
				53. Attending meetings with teachers.				
				54. Helping pupils move from one activity to another in the classroom.				
				55. Helping pupils improve special skills (such as in gym, or sewing or dancing).				
				56. Talking with pupils about what they're doing when they are playing.				
				57. Keeping a record of how a group of pupils work or play together.				

HOW HELPFUL TO THE PUPIL AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				Please check each item on both left and right hand sides, before checking next item.	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?**			
Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				58. Watering plants.				
				59. Watching pupils from back of classroom to prevent unruly behavior.				
				60. Helping teacher maintain a completely quiet classroom.				
				61 Taking home pupils who are sick or hurt.				
				62. Typing.				
				63. Weighing and measuring a pupil.				
				64. Telling a pupil what happened when he was absent.				
				65. Playing a musical instrument for the pupils.				
				66. Taking charge of a class while the teacher has a rest period.				
				67. Writing down what a pupil is doing.				
				68. Taking a small group of pupils on a walk in the neighborhood.				
				69. Taking charge of the class when the teacher is sick for a considerable period of time, perhaps several days or a week.				
				70. Feeding classroom pets.				
				71. Sorting mail.				
				72. Guarding doors of school.				
				73. Seeing that a pupil eats all of his lunch.				
				74. Helping prepare and serve food.				
				75. Deciding what trips pupils will take				

HOW HELPFUL TO THE PUPIL AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				Please check each item on both left and right hand sides, before checking next item.	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?			
Very Helpful	Somewhat Helpful	Somewhat Harmful	Very Harmful	ACTIVITIES	Most of the Time	Often	Seldom	Never
				76. Teaching pupils a subject (such as history, chemistry, arithmetic, or reading.)				
				77. Putting on and taking off all outdoor clothing of young children for them.				
				78. Helping a pupil use a teaching machine.				
				79. Preparing the questions on tests for the pupils to answer.				
				80. Putting away pupils' toys and materials.				
				81. Deciding what pupils need to do in classroom.				
				82. Deciding which pupils will need to work together in a reading group.				
				83. Planning the homework assignments for pupils.				
				84. Lending a pupil money when asked.				
				85. Deciding who should stay after school.				
				86. Keeping pupils who talk slowly and hesitantly from wasting the class's time.				
				87. Deciding what a pupil should study.				
				88. Spanking pupils for misbehavior				
				89. Making exceptions to rules where you believe them to be wrong.				
				90. Giving most attention to the pupils whom you know best.				
				91. Conforting and supporting a pupil who feels he has been treated unfairly by the teacher.				

HOW HELPFUL TO THE PUPIL AND THE SCHOOL DO YOU THINK IT WOULD BE IF AN AIDE* DID THIS?				Please check each item on both left and right hand sides, before checking next item.	HOW OFTEN DO YOU BELIEVE YOU ARE LIKELY TO DO THIS ON THE JOB?			
Very Helpful	Some-what Helpful	Some-what Harmful	Very Harm-ful	A C T I V I T I E S	Most of the Time	Often	Seldom	No
				92. Telling a misbehaving pupil what you really think of him.				
				93. Finishing a slow pupil's work for him.				
				94. "Covering up" for children who cheat.				
				95. Washing a pupil's mouth out with soap when he swears.				
				96.				
				97.				
				98.				
				99.				
				100.				

N A S A

DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

NAME _____

CREW NO. _____

CREW DECISION FORM

INSTRUCTIONS: You are a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some two hundred miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the two hundred mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place no. 1 by the most important and so on through number 15, the least important.

NOTE: Only two crew members are in any condition to carry equipment.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ 2.45 calibre pistols

_____ 1 case dehydrated Pet milk

_____ 2 hundred-pound tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic Compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered radio

GROUP SUMMARY SHEET

	INDIVIDUAL PREDICTIONS										GROUP PREDICTION
	1	2	3	4	5	6	7	8	9	10	
1. Box of Matches											
2. Food concentrate											
3. 50 feet of nylon rope											
4. Parachute silk											
5. Portable heating unit											
6. Two 45 calibre pistols											
7. One case dehydrated Pet milk											
8. Two hundred-pound tanks of oxygen											
9. Stellar map (of the Moon's constellation)											
10. Life raft											
11. Magnetic compass											
12. Five gallons of water											
13. Signal flares											
14. First aid kit containing injection needles											
15. Solar-powered radio											

Group _____

CARBON COUNTY SCHOOL DISTRICT
E.P.D.A.
ASSIGNMENTS

TRAINEES	PRINCIPALS	TEACHERS
ELEMENTARY SCHOOLS		
Durrant Elementary		
Irene Kandaris	John B. Angottie	Sally Maryboy
Melanie Hamilton		Dorthy Fry
Betty Mascaro		Alice Delling
Jean Dimick		Thelma Davis
Bonnie O. Johnson		Shirley Guyman
Reeves Elementary		
Marta DiCaro	Gary G. Arnold	Gerald Evans
Elsie Cisneros		Mrs. Rogers
		Mrs. Williams
Petersen Elementary		
Elsie Trujillo	Harry R. Balle	Lucille Jones
Stella M. Liddiard		Marcell Tucker
Sally Mauro Elementary		
Betty Baysinger	Serafina Mauro	Mary Chiara
		Lynne McBride
Price Elementary		
Vickie Wayman	James L. Jensen	Shanna Mezek
		Madge Tomsic
		Allis Stephens
		DeNae Johns
		Anna Lou Birch
SECONDARY SCHOOLS		
Mont Harmon Jr. High School		
Pearl Rasmussen	J. Frank Worthen	Coleen Petersen
Marjorie Zamora		Kay Dimick
Elsie Cisneros		Joseph Bonacci
Catherine Sandoval		
Helper Jr. High School		
Patsy Torres	George Pizza	Isabel Ross
LaRene Ockey		Wilene Canto
Carbon High School		
J. Brent Mabrito	Loman Hutchings	Wm. McCandless
Sharon Juliano		Gladys Mathis
Shirley Downard		May Bertlesen

GRANITE SCHOOL DISTRICT
340 East 3545 South
Salt Lake City, Utah 84115

RECRUITMENT AND TEACHER TRAINING FOR SPECIAL EDUCATION STAFF
(Four Participating Districts)

A Progress Report
Submitted to

Utah State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Program Developed Under a Grant
from

Education Professions Development Act
(Part B Subpart 2, Title V,
Higher Education Act of 1965)

Dr. Hilda B. Jones, Coordinator

EVALUATION -- E.P.D.A. PROJECT
MAY 1, 1969-AUGUST 31, 1969

GRANITE SCHOOL DISTRICT

PHASE I

INTRODUCTION:

This report will discuss and evaluate Phase I of the E.P.D.A. Special Education Project coordinated by the Granite School District Special Education Division. The purpose of the project was to obtain teachers and para-professional staff for Special Education through specified recruitment procedures. There has been an acute shortage in this area for the last ten years with the demands still greater than available staff. Four additional districts were served through this project, namely: Salt Lake City, Davis, Jordan, and Murray.

The guidelines used for this report are those proposed by the State Department of Education.

CITY AND COMMUNITY CHARACTERISTICS:

The project area involved Salt Lake City, the largest city in Utah, its suburbs, and surrounding communities. These entail a heavily populated suburban area involving Granite and Davis School Districts, a smaller city of Murray and some rural areas represented in the Jordan School District. School population is as follows: Granite--62,935, representing one-fifth of the state's school population and Salt Lake City--34,768, Davis--32,651, Jordan--22,178, and Murray--6,449. It is nationally established that of the school population, twelve to fourteen percent require special education services. Granite District serves approximately fifty percent of those needing services with the other districts serving as follows: Salt Lake City--77%, Davis--59%,

Murray--47%, and Jordan--35%. One of the chief reasons for lack of services to all handicapped students is the unmet need of personnel.

This unmet need is reflected in the dropout rate. Using Granite District as an example, 4.5% of the high school studentbody drops out before graduation. This figure has been broken down into 15 different reasons for dropping out of school, five of which are directly related to special education. They are: physically ill, mentally ill, mental disabilities, behavioral problems, and inability to achieve academically. An additional problem is related to ethnic groups represented within the population. Specifically, there are groups of Spanish-American children coming from bilingual homes, and American Indians placed in foster homes.

The socio-economic level of the total project area represents all levels of income from the very high to welfare recipients. This is obvious in the housing since some children come from areas in which $50,000-$100,000 homes are prevalent. Others come from low socio-economic apartment areas and the industrial section of the city.

The community reaction to this project was excellent. Flyers were given to social groups, church organizations, and civic groups. It was from these contacts that the majority of the teachers learned of the project and made application to participate.

SCHOOL CHARACTERISTICS:

The average teacher-pupil ratio in the schools of the Granite District is 31 for elementary, 26.9 for junior high, and 24.9 for senior high. The other districts represented in the project may vary slightly from these averages. The routine grouping of students is heterogeneous although there are attempts to have some sections for lower achievers in secondary schools. There are also aides in some

federally sponsored projects, but they are on a limited basis. Achievement tests are routinely given primarily by the teacher and principal in the schools. They are corrected by machine and analysis of results obtained by the use of the computer.

PERSONNEL CHARACTERISTICS--TEACHER:

Since this project pertains to special education personnel only, the data in this section will deal with the make-up of special education teachers rather than total teaching staff. The personnel recruited for this project came from other disciplines, from housewives who had a desire to return to the profession and from people who had not served in the public schools before but had a keen interest in doing so. The majority of special education teachers hold a special education credential. However, due to the shortage of staff, several emergency letters of authorization are requested each year by the districts represented in this project. Based on the 1968-69 school year, the requests are as follows: Granite-5, Salt Lake-2, Murray-6, Jordan-1, and Davis-12. The teaching staff is comprised of regular teachers who have obtained additional education in Special Education and have therefore become certified and college graduates who have obtained their credentials as they have achieved their bachelors or masters degree. There are at least a third more male teachers than female. The turnover is not usually great, but the constant expansion of the special education area poses a real problem in the obtaining of staff.

PERSONNEL--INSTRUCTIONAL AND NON-INSTRUCTIONAL:

The 1969-70 school year is a unique one in the state for the public school special education program. The reason for this is that the 1969

legislature passed a law which placed all day care centers as responsibilities of public schools. Within these centers, were personnel not professionally trained, but with considerable experience in teaching severely handicapped children. This project then involved three categories of personnel in terms of training:

1. The professional educator who would be assigned as a teacher in the special education program.
2. Instructional assistants who were not college graduates, but with several quarters of college education and/or experience.
3. Service aides trained to care for the bodily needs of the students such as feeding and toileting with some duties assigned by the teacher or instructional assistant.

Consultant personnel who assisted in the program are as follows:

Mr. Blaine Winters and his staff from the State Division of Teacher Personnel, together with Dr. Ted Peterson, Deputy Superintendent in the Granite School District, assisted in the overall planning and examination of teacher materials as they related to a credential.

Dr. Robert Erdman and his university staff assisted in the program development at university level which would lead to certification.

Specific consultants were brought into the program by the administrators of the project. The time commitments of those consultants varied depending upon the responsibility assigned. Several orientation periods were planned with groups assisting in recruitment and then orientation with the program participants where they were made aware of the special needs of students.

ACTUAL CLASSROOM SITUATION:

Each participant had an opportunity to work in an actual classroom situation. Those qualifying for a teacher credential were assigned as student teachers in classrooms maintained during the summer by the Granite School District. They met the university requirements, the same as during the regular school year. Workshops were conducted for the instructional assistants and service aides to acquaint them with the children with whom they would be working. One was held at the University of Utah, the second at Granite School District, and the third at Brigham Young University. Children were involved in all three workshops. Those conducting these classes and workshops involved university staff, district administrative staff, teachers, and consultants.

METHODOLOGY:

Professional Staff: It was agreed that Granite District would manage the project, but personnel would be served from the four other surrounding districts as stated in the previous pages. Letters were sent to the other districts outlining the purpose of the project and inviting them to refer personnel to receive instruction in the program. Flyers were included in the letter for recruitment purposes. A copy of the letter with the flyer is found in Appendix II.

A conference was held with Dr. Robert Erdman from the University of Utah to design a credit program. An outline was also made of the program for instructional assistants and service aides.

Recruitment then began with a series of meetings with social and civic groups. They included a luncheon with exceptional child chairmen, announcements by the Salt Lake County Association for Retarded

Children, Junior League, bridge clubs, and religious groups. A preliminary form was given together with a flyer to anyone interested in the project. These were reviewed and those who apparently qualified under the terms of the grant were asked to complete an application.

The applicant was made aware of the university courses and the stipulation that he would be available for employment in the fall of 1969. (Sample forms are included in Appendix II.) The final applications were reviewed by the project administrator, state department personnel, and university personnel to check eligibility of applicant. After each individual case was reviewed, the candidates were advised of their acceptance and referred to the university for enrollment in the certification program.

Para-professional Staff: Para-professionals were recruited in a slightly different manner. Personnel already employed in the day care centers were contacted and invited to apply for the three workshops to be held throughout the summer. These personnel had not previously worked for a school district. District applications for service aides were also reviewed and the applicant contacted relative to this program. A meeting was held with the para-professional group to orient them in the workshop procedure. They were instructed that the positions they would fill in the public schools would be in accordance with the state department bulletin--Aides in Utah Schools. Thus, their titles would be instructional assistants and service aides depending on their training and experience. They were then enrolled in three workshops. The programs for these workshops are found in Appendix II.

Constant contact with participants allowed for feedback in terms of their interest and capabilities. One professional teacher was eliminated from the program due to her inability to maintain an appropriate classroom atmosphere and management.

INSTRUCTIONAL MEDIA:

Media equipment and materials were used consistently throughout the project. It was used regularly as a teaching aide in the classroom set up for professional teachers. It was used repeatedly in the workshops.

EVALUATION:

1. Organization: Organization of the project was good, in the sense that state, local, and university staff were aware of the initial planning procedures and consistently informed relative to the progress of each participants. Community groups were involved which stimulated marked interest in the project.

One obvious problem was the short length of time in which Phase I of the project was initiated and completed.

2. Content: The content of the instruction was excellent since the project participants have been employed and their management of classrooms and children reflect the training they received.

3. Selection of Participants: The selection of participants was primarily the responsibility of each individual district. It was based on the applicants' previous background, interest, capabilities, eligibility in terms of certification and willingness of the district to employ the person after completion of the summer program.

4. Goals: The goal of this project was to obtain professional and para-professional special education staff. This was achieved beyond the initial expectation of the project. It was established in the beginning

that sixteen professional persons would be enrolled in the facet of the program. Eighteen were included with seventeen completing the course. It was ascertained on the application that 21 para-professionals would be included, 29 received instruction in the three workshops. Two of these have since withdrawn because of health reasons. All others are participating as planned.

5. Testing Procedures: The best testing procedure for this particular project is the evaluation of the personnel employed and placed in the program. This can be more appropriately done at a later date when more experience has been achieved in the actual instructional situation. However, at the present time, very positive reports are being made concerning the personnel trained in this project.

6. Grading Procedures: Grading procedure was based primarily on university policy.

7. Participants Attitudes: The project seems to have developed a cohesiveness with both the teachers and the para-professional which has benefited both the individual and the school district. Each participant was pleased to receive the opportunity afforded by this grant and therefore a very positive attitude was reflected. In addition to this, they developed a working relationship with each other as well as the administrators and thus cut down the usual orientation time for a new teacher in a new situation.

8. Effects on Pupils: The operation of 17 classes of special education has been made possible by the administration of this grant. This would directly affect approximately 255 handicapped children and youth. Without these personnel, many of these classes could not have been established or would have been operated by persons not appropriately qualified.

The para-professional staff not only contribute to the lives of the approximately 270 severely handicapped children, but they assisted in making the transition of day care to public schools a much smoother one.

9. Follow Up: Supervision of the teachers and para-professional is constant in the public school. Therefore, certain needs are being noted by the way of additional in-service training and consultant services. It is ascertained that after the first of the year (January, 1970) it may be advantageous to set up some follow-up courses for the staff members.

10. Process of Evaluation: A continual evaluation has been used throughout this project.

a. Applications were thoroughly checked before commitments were made in terms of participation.

b. Professionals and para-professionals were consistently observed by university and administrative staff to note any deficiencies which would impair classroom management. If possible, problems were corrected at the time of training. In one case, the teacher was eliminated from the program.

c. It is anticipated that a written evaluation will be requested from all districts concerning these grant participants a little later this year to determine if their work has proved to be completely satisfactory.

Evaluating the total project points up the following:

1. The need for a longer time period for this type of project.

2. It would seem feasible to use similar procedures for other critical needs areas, since a great deal of success was shown in the groups described in this phase.

3. This project has made a marked contribution to the Special Education program of the districts involved. If there were any voids in

personnel in a particular district, it was due to the lack of recruitment effort initiated by that district, since all persons referred were included in the project if they were eligible under the standards of the grant.

MILLARD COUNTY SCHOOL DISTRICT
140 South Main
Delta, Utah 84624

A PROGRAM TO OBTAIN TEACHER AIDES

A Progress Report
Submitted to

Utah State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Funded Under a Grant
from

Education Professions Development Act
(Part B, Subpart 2, Title V Higher Education Act 1965)

Louise Bennett, Coordinator

MILLARD COUNTY SCHOOL DISTRICT
E.P.D.A.
EVALUATION REPORT - PHASE I

A. Community Characteristics

Millard School District is in a community best described as a small rural farming, out-migration area. Large farms have been taking over small ones causing a pressing under-employment and a lack of job availability. The healthy climate and rural advantages has a holding power for families.

The 1960 census figures show that 25.2% of the houses need repair - recent contacts show this figure about 10% higher. The area is under-housed with a count of 2,387 vacant houses in the six county area surrounding. The unemployment rate is 5.5%. The area is more under-employed (lack of sufficient income) rather than non-employment.

The number of families on welfare is less than the state average which is 4.1%. Less than 0.2% of the children in the area are from families on welfare. There are actually 62 school children from welfare families.

As far as can be determined, there is almost 100% literacy and very little (1 or 2 students per year) school drop-out. The delinquency rate for children under eighteen is between 3% and 5%.

Most people are employed in the service occupations of farming.

There are a few Spanish-American and a few Piute Indians, however, the bulk of the population (98%) are Caucasian English speaking people, with no linguistic problems within the district.

B. School Characteristics

The main school problem is the general lack of funds to fully equip and build proper facilities. The salary scale is not conducive to a supply of competent teachers who can be assigned to speciality areas.

Immediate Need for EPDA Project

1. Demand for quality education and expanding requests for school services.

2. Teachers are seeking ways of administering classrooms so that children with low achievement levels can improve their skills without slowing up the progress of or "lowering the standards" for those who are operating at or above grade level.

3. Teachers presently must handle many tasks which do not require professional skill and which infringe on the time they have to devote to teaching and planning. Allocating funds for auxiliary personnel can prevent waste of money and resources.

4. There is no escape from rigid structuring - for example, the use of aides could give more small groupings, more independent activities than would be feasible for one person often operating under difficult teaching conditions.

5. New dimensions such as flexible scheduling, cooperative teaching, different approaches to learning and individualized instruction make teaching a more complex and demanding job.

6. Shortage of professionals to meet the needs can be alleviated with aides, thus allowing educators greater efficiency in the use of time.

7. We believe that the use of indigenous people as teacher aides might bring about better communications between professionals and pupils of different backgrounds.

8. There is a need to provide for persons with less than a college education who are unable to compete in an increasingly automated economy, but who could contribute to education.

9. Millard School District's past experience with aides has shown some important areas where auxiliary people need special help and training and where professionals need help in "How to Use Aides."

10. Distance from training centers necessitates people being trained locally and in-service. In summary, the multiple benefits which are perceived as possible through effective utilization of auxiliaries are:

a. To the pupil - by providing more individualized attention by concerned adults, more mobility in the classroom, and more opportunity for innovation.

b. To the teachers - by rendering his role more satisfying in terms of status, and more manageable in terms of teaching conditions.

c. To the other professionals - by increasing the scope and effectiveness of their activities.

d. To the auxiliary - by providing meaningful employment which contributes at one and the same time to his own development and to the needs of society.

e. To the school administrator - by providing some answers to his dilemma of ever increasing needs for school services, coupled with shortage of professionals to meet these needs . . . a solution, not the solution.

f. To family life - by giving auxiliaries the opportunity to learn child development principles in a reality situation.

g. To the community at large - by providing a means through which unemployed and disadvantaged persons may enter the mainstream of productivity.

The average teacher-pupil ratio in the schools is about 27 per teacher. The students are generally grouped by grade levels into self-contained classrooms. However, some innovative practices are operating on each school level:

Differentiated Staffing

Flexible Scheduling

Team Teaching

Continuous Progress

Individualized Instruction

The District was recently consolidated into the following situations:

Building	Condition	Age
Delta High	New	3 yrs.
Delta Elementary	Newly remodeled	20 yrs.
Hinckley Elementary	Poor	60 yrs.
Oak City Elementary	Fair	65 yrs.
Millard High	Good	45 yrs.
Millard Junior High	New	12 yrs.
Fillmore Elementary	One old	30 yrs.
	One new pod	1 yr.

Other specially funded programs prior to the beginning of EPDA:

Vocational Career Guidance

Headstart

Title I - II - III

NDEA

There were no other specially funded programs which assisted in the preparation of teachers other than the NDEA scholarships in Science and

Counseling. The Headstart provided some assistance for career development for aides in that program only.

Testing

A regular testing program in achievement batteries are given every year to odd numbered grades, 3 - 11, and to all Title I students every year. They are administered by the Pupil Personnel Director, the Project Director and the Elementary Supervisor.

The EPDA Project was very highly praised by school personnel and the community. Employment was made available and teachers were now able to be relieved of non-teaching duties so that their competencies could be more effectively used.

C. Personnel Characteristics - Teachers

Teachers holding certificates in their assigned area

All Elementary but one

All Secondary but three

Teachers on temporary letters of authorization

6

Average age

43

Average number of years experience

9.5

Male/female ratio

56 men/61 women

Ethnic - Linguistic Groups - All American English Speaking

Teacher turnover last year

7 positions (6%)

D. Personnel - Instruction and Non-Instructional

1. Categories of personnel added by the program:

   Clerical Aides

   Service Aides

   Classroom Aides

2. The District Coordinator direct the project. Each principal supervised and assigned the aides. Teachers who had applied for the use of aides were regular teachers and cooperated in the project. The district superintendent gave consultant help.

3. The only new staff member employed was a part-time secretary.

4. The consultant personnel who assisted in the program included:

   Dr. Morris Shirts - Director of Teacher Education at the State College of Southern Utah at Cedar City, Utah. He and his staff of about ten professors were on location in our district on various instructional assignments two full weeks, eight hours per day in August 1969 and two full days in Febrary 1970. A periodic consultation (monthly) was held with Dr. Shirts and his assistant, Dr. Kent Myers.

5. Each regular teacher and the principal committed an hour a day to assisting aides as they began employment.

   The district coordinator commits several hours each week to supervision of the 23 aides employed in the district.

6. An instructional period of two full weeks was provided under Phase I and each principal was given orientation in the fall before aides began employment. He, in turn, provided faculty time each week to give instruction to teachers who would be

working with aides. Following the instructional period, Phase II started where the in-service on-the-job training is being provided daily - by every participant.

7. The participants were enrolled in a special college class in basic child psychology and child development. Objectives of this course included:

   (a) To help understand the special needs of children.

   (b) To help students understand what discipline is.

   (c) To show individual differences which children display and help aides be aware of their role in helping professional teachers meet this need.

   (d) To help aides know what role readiness and motivation play in children's learning.

8. The program will last one full year. Phase I lasted two weeks after the planning and orientation was completed.

9. Control groups are not being used.

E. Actual Classroom Situations

1. Phase I did not include actual classroom situations other than an on-site visit for evaluation of safety features of the buildings in which they were to work in Phase II.

Phase II is presently being conducted with each participant working an average of four hours per day in various schools of the district. They are being paid wages from various funds during this in-service training: EPDA, Operation Mainstream, Title I, Headstart, District Funds.

2. The workshop was held for seven days in the Millard School District Office and three days in the Media Center of the Delta High School.

3. The most noteworthy features of the physical arrangements in Phase I were air conditioning and a means provided to obtain lunch conveniently. The location at the central office seemed to be convenient for travel and rooms for those not in the immediate vicinity.

4. Present other than teachers, consultants, and pupils (adult participants) were the following:

School Board Members: To discuss district school policies and explain methods of funding under various programs.

N. Gordon Billhardt: A regional director for on-site evaluation of EPDA programs.

Blaine Winters: Utah EPDA Director for evaluation of Phase I.

5. There are presently 27 aides employed in the various districts, all of which were trained in Phase I.

F. Methodology Used

The 33 participants were divided into three groups of 11 each who rotated from one course to another during the day for seven days. The professor usually gave a short presentation to begin the discussion--most of the information was obtained by group discussion, group committee study, and question-and-answer participation. One of the strongest features of the class work was the opportunity for feedback from participants (see summary and interpretation attached).

Objectives

A subjective survey of the following specific objectives was completed, and all indications show they were met.

1. To develop trainees who are competent in working effectively with children and teachers, under the direction of professional teachers.

2. To train aides locally.
3. To parallel aide's instruction with professional's instruction in the proper use of aides.
4. To offer instruction to aides in the following areas: classroom psychology, role definition, child development, professional ethics, local educational goals, basic office machines, secretarial duties, especially typing and filing, health and safety, English, making instructional materials, use of A.V. equipment, collecting and recording pupil personnel data, lab work, and employee relationships.

Methods of Preparation

Training for all aides will be in three phases - pre-service, in-service, and follow-up. College credit will be awarded to trainees who complete the three phases (approximately six hours of credit). The College of Southern Utah assisted in this effort with their staff coming to the district office for the two-week period. The training was intensive and trainees involved were paid by the hour for the period of their training.

Phase I: Pre-Service (two weeks) (six hours per day). Since the roles the aides will perform will determine the character of this phase, the first assignment of the planning group was to prepare job description.

The pre-service program was realistic enough so that the aides acquired enough skill to perform adequately.

Simulated experiences of various types were helpful to the aide in gaining an understanding of children and their needs.

The training was differentiated to meet the special needs and characteristics of each group considering such variables as level,

(elementary, middle or secondary) at which they are being trained to work.

There was orientation of both the administrators and the professionals with whom auxiliaries will be working including an opportunity for the expression of any doubts or fears which may exist, and for consideration of the new and challenging leadership role of the professionals vis-a-vis the non-professionals.

Some content of pre-service study were:

Child Psychology

Child Development

A-V Education

Goals for our Schools

Professional Ethics (early in the course)

The School and Society

Health and First Aid

School Records and Pupil Accounting

Library Techniques

Typing and General Office Practice

English and Communication Skills

School Organization

Skill Training for the Job:

a. Art Activities: Mixing finger paint, construction of bulletin boards, preparing water base clay and play dough, preparing paper mache and wheat paste and cutting out letters.

b. Science Activities: Making slides, bending glass, using Bunsen Burner, focusing microscopes and setting up equipment for experiments.

c. Library Activities: Stamping books and cards, carding and shelving, alphabetizing cards, using card catalogues, using reference materials and repairing books.

d. A-V Activities: Using filmstrip projector, using the movie projector and slide projector, using the tape recorder and opaque projector, operating the ditto machines, producing visuals.

e. Kindergarten and Primary Activities: Manuscript writing, making flannelgraphs, puppets, constructing shadow play figures, mounting pictures and reading stories.

f. Intermediate Grade Activities: Correcting IQ tests, achievement tests, and teacher-made tests (objective type) balancing attendance registers, setting up programmed materials.

g. Secondary Aide: All of the above plus training in monitoring study halls, typing, recording pupil record data, English, data processing forms.

Professionals were trained in proper duties of non-professional nature which can be assigned to aides.

G. Instructional Media

1. Equipment and Materials Used:

Texts on each subject

Journals were kept

Hand-out study sheets (mimeographed)

Pamphlets and study guides

Audio-Visual aides:

Flannel board

Chalk board

Transparencies

Films and filmstrips

All types of projectors

VTR replay recorders and camera

All types of duplicating machines

Library materials

Media center equipment (especially those used in making visual aides)

Tape recorders

Record player

2 & 3. All the above materials and equipment enhanced the program.

4 - 6. (See attached evaluation by Louise Bennett.)

7. Millard County EPDA Program, Roster of Participants:

Joanne Burton	Delta, RFD
Gwendolyn Rowley	Fillmore
Rae R. Jensen	Deseret
Lenore S. Gardner	Delta
Faye Stephenson	Holden
Velda Pace	Delta, RFD
Carol Nielson	Lynndyl
Faye G. Kesler	Kanosh
Marlene Bliss	Hinckley
Irene Stanworth	Oasis
Betty Corry	Delta, RFD
Carol Hutchings	Beaver
Beverly Eliason	Deseret
Joy Nielson	Leamington
Bearle Heaton	Orderville
Connie Turner	Delta, RFD
ElDonna Anderson	Oak City
Anita Corry	Kanab
Veniece Taylor	Delta
Beth Nielson	Oak City

Elva Stone	Delta
Rhea Dean Stephenson	Holden
Valynn Dutson	Hinckley
Annette N. Day	Fillmore
Carol Bishop	Hinckley
Phyllis J. Wardle	Delta
Lois R. Hall	Fillmore
Alla Mae Jensen	Cedar City
Dorathy P. Damron	Hinckley
Beverly Christensen	Kanosh
Helen S. Anderson	Oak City
June M. Losee	Delta, RFD
Berneice H. Palmer	Hinckley

8. Consultants:

Dr. Morris Shirts and Staff (10 professors), Southern Utah State College, Education Department, Cedar City, Utah.

N. Blaine Winters, State Director, Utah State Board of Education.

9. a. Superintendent Talmage Taylor - Millard School District

b. Louise Bennett, Director - Delta

c. All principals:

Jack Fowles	Delta High School
Merlin Christensen	Delta Jr. High School
Wayne Reid	Millard High School
Boyd Luke	Millard Jr. High School
David Church	Delta Elementary
Merrill Dutson	Fillmore Elementary
Gale Farnsworth	Hinckley Elementary
Thomas Pratt	Oak City Elementary

H. Evaluation

1 & 2. Organization and content found elsewhere in this paper.

3. Selection of Participants: The strong point of selection was having principals and teachers interview prospective candidates. This made the working rapport much better.

There were some negative feelings because all applicants could not be selected. We had twice as many apply as could be enrolled.

Participation from other districts was not as high as we had hoped due to travel distance and lack of employment opportunity in other districts.

4. All specific goals were accomplished. The general goals cannot be evaluated until the end of Phase III. At that time more specific means of determining benefit to students and general benefit to education will be made.

5. Testing Procedures:

a & b. Pretest of students in the school was given last spring (1969), and a post test will be given in 1970 to determine gain by the use of teacher aides. A weakness in the testing can be cited here--the testing is not frequent enough for all students.

The best test of the Phase I program was the effective use made of aides for the provision of individual differences.

A complete evaluation of the testing procedures cannot be made until the project is completed.

Testing for participants seemed to be a disrupting factor and brought many apprehensions.

6. Participants were graded by a predetermined method of all receiving a grade according to interest, effort, attendance, participation, and aptitude.

7. See summary and interpretation section at end.

8. A survey of effects on pupils will not be known until the project is complete; however, observation and consultation with students, parents, teachers, and principals has indicated that:

a. More individual time is given to students.

b. Teachers have more time to teach when aides assume non-teaching duties.

c. Clerical work is on time and better prepared.

d. Children seem more content and secure with more adults in the room.

e. Students are receiving more supervision.

9. See Director's comments.

10. As noted elsewhere, the testing program is not adequate enough for the purposes of this program because the local testing program was set up mainly for Curriculum Development and not for individualizing instruction.

The questionnaires, surveys, and conferences were the best means of subjective evaluations.

Attitude surveys and check lists of duties before and after the use of aides seemed to be the most effective way to determine the attainment of the goals of the project.

MILLARD SCHOOL DISTRICT AND COLLEGE OF SOUTHERN UTAH (SUSC)

TEACHER-AIDE WORKSHOP (Aug. 11 - 12)

TIME-FRAME: INTRODUCTION TO EDUCATION (August 11, 12, 13)

TIME	DATE	GROUP INVOLVED	INSTRUCTOR	GROUP INVOLVED	INSTRUCTOR	GROUP INVOLVED	INSTRUCTOR
8:00-10:00	Aug. 11	All students	Moss Twitchell Vorkink District Officials - Introduction and Overview				
10:00-10:20	"	"	Break				
10:00-11:00	"	"	Introduction - continued				
11:00-12:00	"	Group A	Moss	Group B	Twitchell	Group C	Vorkink
12:00- 2:00	"	All students	Noon Recess				
2:00- 4:00	"	Group A	Moss	Group B	Twitchell	Group C	Vorkink
4:00- 5:00	"	All students	Individual and Group Study				
8:00- 9:00	Aug. 12	Group A	Moss	Group B	Twitchell	Group C	Vorkink
9:00-10:00	"	Group B	Moss	Group C	Twitchell	Group A	Vorkink
10:00-10:20	"	All students	Break				
10:20-12:00	"	Group B	Moss	Group C	Twitchell	Group A	Vorkink
12:00- 2:00	"	All students	Noon recess				
2:00- 4:00	"	Group B	Moss	Group C	Twitchell	Group A	Vorkink
4:00- 5:00	"	All students	Individual and Group Study				
8:00-10:00	Aug. 13	Group C	Moss	Group A	Twitchell	Group B	Vorkink
10:00-10:20	"	All students	Break				
10:20-12:00	"	Group C	Moss	Group A	Twitchell	Group B	Vorkink
12:00- 2:00	"	All students	Noon recess				
2:00- 3:00	"	Group C	Moss	Group A	Twitchell	Group B	Vorkink
3:00- 5:00	"	All students	Summary and Evaluation				

MILLARD SCHOOL DISTRICT
EPDA EVALUATION -- PHASE I
(AS SEEN BY THE DIRECTOR)
LOUISE BENNETT

I. CURRICULUM

The suggested needs in the areas of study came about by talking with previous non-professionals and teachers.

All these needs were met except in the area of typing and bookkeeping.

Of special help was the course in understanding how the child learns and in the area of relationships between professional staff and aides.

It has been noted by the director that the rapport between the teacher and aide is much improved because the "line of authority" is clear and the delineation of duties is clarified. There seems to be a greater respect of the complex nature of the teacher task, and the importance of good relationships. This is shown by the comments made by aides as the director visits the schools: typical statements are:

"I am not so quick to criticize. The teachers have the insight."

"I am responsible to the teacher and the teacher to the child."

"I have no duty which has to do with diagnosis, prescribing, and evaluation."

"Teaching surely is a complex process."

"Schools have surely changed."

"I see where there is privileged information I might obtain which must be confidential."

"If I work for a person, I must be loyal."

"I find I need many skills I did not have and will need more training."

"There are many points in the development of education that I had not understood before."

"I am able to explain to the community the role of the Federal, State and Local in control as well as finance."

"I feel more secure about my first aid skills."

EVALUATION -- PHASE I
MORRIS A. SHIRTS

INTRODUCTION: Under the direction of and in cooperation with officials of the Millard County School District, a two-week workshop was conducted at Delta, Utah, August 11 to 22, 1969, by a team from Southern Utah State College, in which personnel selected by Millard County School District were given special training to assist them in performing as "Teacher Aides" in the classrooms. In January, 1970, after the teacher aides program had been in operation four months, a follow-up workshop was planned, which included an "evaluation" of the workshop and work experiences of the program since August. A simple, open-ended questionnaire was devised and administered to administrators, teacher aides and teachers who had worked with teacher aides in the project. These questionnaires were not the structured-objective type, but designed rather to provide respondants the opportunity to reply openly to the program. Replies were received from nine administrators, 29 teacher aides and 36 teachers.

The tabulation of these was a difficult task, and there is a great possibility that misinterpretations and invalid conclusions have been made from the replies. However, in order to keep these to a minimum, each section of the questionnaire was carefully read and categories were established according to recurring logical replies. Tabulations were then made. This procedure was followed for each section of the questionnaire and for each group of respondants. The results are presented below.

DEFINITION OF A TEACHER AIDE: An examination was made of the definitions given by each group of respondants. The representative and eviate definitions are reproduced here as examples from each group of respondants:

1. The administrators define "teacher aide":

   "A good nurse following the doctor's orders"

"Gives assistance to help teachers according to her direction"

". . . not merely a typist or a secretary, but a responsible member of the teaching unit"

". . . is an aide and not a replacement. Can handle some non-teaching assignments such as clerical work, listening to reading, playing piano, etc."

"A person trained to fill professional teacher's non-teaching school needs in a manner most beneficial for students' needs"

"A person who assists the teacher in the necessary tasks related to the education of children"

"A person who has the capability to work under the direction of a trained teacher in non-teaching activities such as correcting papers, record keeping, typing, and preparing materials, setting up and operating equipment"

2. The teacher aides define "teacher aide":

"Give assistance when needed to the teacher"

"Does all those classroom things not requiring a certificate"

"Handles such things as busy work, routine duties -- to make more time for the teacher to prepare and teach"

"A person willing to be an aide"

"One who is dependable, hard-working, able to get right in and help do what needs doing"

"A 'girl-Friday' -- producing, correcting and enriching curriculum materials"

"A person who is willing and equipped to help the teacher prepare and execute her daily program"

"A non-professional member of the teaching team."

3. The teachers define "teacher aide":

"Works in the classroom under the direction of the teacher"

"One who is capable enough to see what needs to be done and has initiative enough to do it without undermining the teacher"

"Assists the teacher in non-instructional work"

"Helps teachers be more professional in helping in non-professional work"

"Assist teachers to teach children in doing non-instructional duties"

"A person who can help the teacher in disciplinary matters as well as academic matters"

"A teacher's right hand"

"One who can work where evaluation is not needed such as clerical work"

"One who helps the teacher and the student"

"To help teachers better use their professional skills"

"Helps the teacher by doing those tasks that do not require evaluation, diagnosis and prescription"

"Helps the child progress under the supervision of the teacher"

"Preparation of materials and reinforcement of learning skills and positive behavior"

"Routine things such as checking papers to give teacher more time to work directly with the students"

4. Summary and interpretation:

In examining the definitions of all groups, it became apparent that all agree that (1) the teacher aide can be valuable in releasing the teacher from certain types of tasks, (2) that teacher aides must work under the direction of the teachers, and (3) that there is a wide divergence of opinions

as to what precisely the role of the teacher aide should be. This varies all the way from one extreme of limiting their work strictly to the clerical-housekeeping task to the other extreme of actively participating in the direct instruction of the student.

It appears that the role of the teacher aide is not explicitly defined and it is generally left to the individual teacher to decide what the role of the teacher aide should be. Some teachers want to involve the aide as a "team member" in the instructional process and others want them to assume the disciplinary and often the "disagreeable" and housekeeping tasks while the teacher does the pleasant and rewarding ones. The differentiation is not always "professional" vs "non-professional" but rather "pleasant" vs "unpleasant" tasks. Teachers quite often refer to the teaching act as one of "diagnosis and prescription" . . . terms borrowed from the medical profession which may or may not be entirely applicable to the teaching act. One surprising theme that occurred occasionally in the teacher's definitions was that the teachers aides should handle the disciplinary problems of the classroom. <u>The "middle ground" concept seems to view the teacher aide as a member of an instructional team working for the education of the student</u>.

<u>BASIC SKILLS AND UNDERSTANDINGS FOR TEACHER AIDES</u>: In reading the responses of all groups of respondants, it appears that the specific skills and understandings mentioned can be logically divided into three distinct groups: (1) Personality traits, (2) technical skills and (3) professional/social skills. Table 1 is the tabulation of the

frequency in which the various items were mentioned by the respondants. These results were then used to rank order the three main categories by groups of respondants as appears in Table 2. From analysis of these data, the following conclusions seem justified:

1. With the exception of the administrators, there is common agreement that the important basic skills and understandings needed most by the teacher aides fall into the "professional/social" category, with the technical skills being considered as next important followed by the "personality traits". There is almost unanimous agreement on this. This would support the tendency brought out in the definitions that the teacher aide is a "team member" and as such would share in the actual instructional process and problems of the student.
2. Looking at the specific skills, it would appear that those most needed in rank order are:
   a. Clerical
   b. Knowledge and understanding of child growth and behavior-development
   c. Ability to work well with groups and "relate" to groups including children
   d. Being able to handle confidential information
   e. Being able to work with instructional media and equipment
3. It is also noted in (Table 1) that teacher aides had a very strong tendency to feel they should be involved in the professional/social category. Teachers and administrators apparently feel this way also. The questionnaires indicated that teachers felt teacher aides should have basic knowledge in certain subject matter areas,

skills to handle small groups; playground activities; basic teaching skills; and the ability to discipline students.

There was also a tendency among teachers to have the teacher aide exercise considerable initiative in doing jobs that need to be done without being told and yet the reservation was expressed that such activity should not jeopardize the position of the teacher.

4. In cases where respondents felt the teacher aide ought to have special academic or subject-matter skills, those mentioned were art, music and math in that order.
5. The teaching aides were more attuned to the need of their having desirable personality traits than were the teachers. This is shown by data in Table 1. This might reflect the affect of the previous workshop or the feeling of aides as parents or patrons of the school.
6. Teachers apparently feel there is a strong need for teacher aides to have training in child growth and development as seen in Table 1.

VALUE OF THE PREVIOUS WORKSHOP: Although it might appear to be "stacked" all responses indicating "AV", "Instructional Media", "AV Equipment", and "Visual Aides" were lumped into one category since many of the responses could not be identified as to "equipment" or "materials". The result of the tabulation appears in Table 3. In rank order the items felt most important were as follows:

1. Audio-visual aides
2. School-community-teacher relations
3. First-aid and safety

4. Professional attitude, role of aides, ethics, etc.
5. Child growth and development (psychology, behavior, discipline, etc.)
6. Clerical helps
7. Library science

History of education was not listed as of great practical value even though many respondents indicated it helped them understand the various inter-relationships of the school and community. This list is interesting since it is in some disagreement with the philosophy as expressed in the definitions and the desired skills and understandings. This might reflect what is actually being done in the schools by teacher aides as opposed to what is felt they could or should be doing.

FUNCTIONS OF A TEACHER AIDE: Table 4 is a tabulation of the responses according to what was felt to be logical categories. The results again appear to be in disagreement with the philosophy expressed in the definitions and the skills and understandings. Once again, it might reflect what is actually being done rather than what might or could be done. Here clerical duties are expressed as the chief or unquestionable functions of the teacher aide, and might be an expression that there is no doubt in their minds that teacher aides ought to do these things rather than the teacher. Preparation and care of materials was a category which ranked number two. It is significant, hower, that "indirect teaching" functions ranked number three, in the total rankings, but was number two with the teachers. This might further bear out the conclusion that the teacher aide, in addition to doing things not directly associated with the teaching act, are also very much a part of the instructional process, or perhaps should be so involved as reflected by the respondents.

GENERAL SUMMARY:

1. It is felt in Millard County that the teacher should be and is the "authority" in the classroom with the teacher aide working directly with, for, and under the direction of the teacher rather than working independently and exercising too much self-initiative.
2. Although not clearly defined by official policy, there is considerable evidence to support the belief that the predominate concept of the teacher aide among Millard County personnel is that she is a "team-member" in the instructional program having special skills to supplement those of the regular teacher, in order for teaching to be more efficient and effective.
3. There seems to be enough evidence to support the concept that, as a member of the "Team" in Millard County, the teacher aide should have more training in the areas commonly thought to be the exclusive domain of the teacher . . . that is work in the "professional/social" skills areas.
4. Technical skills most frequently needed by teacher aides in Millard County are those involved in clerical work and handling audio-visual equipment and materials.
5. There is some indication that some "academic" or "subject-matter" specialization proficiencies are desirable in teacher aides and the ones specifically mentioned were music, art, and math.

TABLE 1. TOTAL RESPONSE ON SKILLS AND UNDERSTANDINGS OF AIDES

GENERAL AREAS	Frequency A	B	C	T	SPECIFIC AREAS	Frequency A	B	C
					Integrity		2	1
					Humility		3	
					Self-discipline		1	1
					Industry		1	
					Consistancy		1	
					Patience		5	
					Friendliness	1	1	
					Poise	1	1	2
					Ethical character		3	
'ERSONALITY					Honesty		1	
TRAITS	13	49	19	81	Trustworthiness/responsible		2	4
					Good appearance		3	
					Good manners		1	
					Understanding	1	1	2
					Enthusiastic/willingness/initiative	1	9	3
					Promptness/dependance/preparedness	2	5	3
					Maturity	1	1	
					Versatile/adaptable	1	3	1
					Pleasant/positive attitude	2	2	2
					Cooperative	3	3	
						13	49	19
					Music		4	3
					Art		5	2
					Math		2	
					First-aid		2	1
TECHNICAL					Clerical	5	8	23
SKILLS	8	33	50	91	Communication (writing, speaking, spelling)		3	7
					Manuscript writing	1	3	1
					Instructional media - materials & equipment	1	4	12
					Housekeeping	1	1	1
					Physical fitness		1	
						8	33	50
					Professionalism		1	2
					Loyalty to district, school and teacher	2	3	4
					Knowing place, job, and rules		9	1
					Love for children (students)	2	6	1
					Knowledge of child's growth and development	4	9	19
OFESSIONAL					Know community	1	2	
SOCIAL	18	64	50	132	Able to accept criticism		2	
SKILLS					Able to follow instructions	2	6	3
					Knowledge and interest in program		3	3
					Ability to work well with and relate to others	2	13	8
					Able to handle confidential information proper.	2	6	7
					Know needs of teacher	1	2	2
					Able to see total teaching act	1	2	
					Creative	1		
						18	64	50

A = Administrators
B = Aides
C = Teachers
T = Total Rating

TABLE 2. COMPOSITE RANK ORDER OF RESPONSES SHOWING SKILLS AND UNDERSTANDINGS EXPECTED OF TEACHER AIDES AS REFLECTED IN TABLE 1.

Skills and Understandings	A	B	C	T
I. PERSONALITY TRAITS				
Integrity				
Humility				
Self-discipline				
Industry				
Consistancy				
Patience				
Friendliness				
Poise				
Ethical Character				
Honesty	2	3	3	3
Trustworthy/responsible				
Good appearance				
Good manners				
Understanding				
Enthusiastic/initiative/willingness				
Promptness/always prepared/dependent				
Maturity				
Versatility/adaptable				
Pleasant/positive attitude				
Cooperativeness				
II. TECHNICAL SKILLS				
Music				
Art				
Math				
First Aid				
Clerical (includes typing)	3	2	2	2
Communication (writing, speaking, language)				
Manuscript writing				
Audio-visual				
Housekeeping				
Physical fitness				
III. PROFESSIONAL/SOCIAL SKILLS				
Professionalism				
Loyalty - district - teacher				
Knowing place/role				
Love children (students)				
Knowledge of child growth and development				
Know community				
Accept criticism	1	1	1	1
Follow instructions				
Knowledge of and interest in the program				
Works well with others/relates well				
Handle confidential information				
Know needs of teacher				
See total teaching act				
Creative				

A = Administrators; B = Teacher Aides; C = Teachers; T = Total

TABLE 3. SUMMARY OF WORKSHOP ITEMS MOST HELPFUL

ITEMS	A	B	C	Total	Rating
Child growth and development (psychology and discipline supervision)	1	8	10	19	5
Instructional materials and equipment	3	31	20	54	1
Clerical work	1	1	13	15	6
Manuscript writing	1			1	
Versatility in many areas	1			1	
Lesson planning	1			1	
History of education	1	2		3	
Professional attitude/ethics role of aides - confidential material	3	10	10	23	4
School-community-teacher-finance	1	15	10	26	2
First-aid and safety		19	5	24	3
Library science		10	4	14	7

A = Administrators
B = Teacher Aides
C = Teachers

TABLE 4. FUNCTIONS OF A TEACHER AIDE

GENERAL CATEGORY	A	B	C	T
1. Work with individual students or groups in an "indirect" instructional situation under the direction of the teacher. (Study periods, reading groups, seatwork, drills, "early arrival students", special instructional situations like art or music where qualified, home-bound students, etc.)	3	5	2	3
2. Preparation and care of instructional materials and devices. (Bulletin boards, door charts, transparencies and other materials.)	2	2	3	2
3. Assist individual students and groups in "non-instructional" activities. (Recess - playground, school lunch supervision, rest periods, snack time, fire drills, seat work, school programs and activities, field trips, bus duty, library activities, giving tests, "going to the bathroom", etc.)	4	4	5	5
4. Assume and assist in clerical duties. (Checking papers, tests, and recording results, keeping class and pupil records, keeping track of students' work and progress, keeping the attendance roll, collecting money, typing, filing materials.)	1	1	1	1
5. Assist with physical facilities and arrangements. (Set up and operate equipment, care of coats and personal belongings, preparation for recess, keeping room clean and ventilated, first-aid, putting away books, housekeeping, etc.)	5	3	4	4
6. Miscellaneous duties. (Greeting students, helping the teacher in whatever she wants done, learning all about students, searching for information, disciplining students, enrichment articles.)	6	6	6	6

A = Administrators
B = Teacher Aides
C = Teachers
T = Total rating

Pink - Teacher Aide
Blue - Regular Teacher
Green -Principal or/and
other district
administrators

TEACHER AIDE WORKSHOP QUESTIONNAIRE

1. List in priority the items or skills, or understandings you feel a teacher aide ought to have.

2. How would you define a "Teacher Aide"?

3. List which skill or competency studied by the aide in the Fall Workshop was most helpful to you in the classroom as a teacher or as an administrator. Also list those which you feel were of least value.

Items Most Helpful	Least Helpful
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____
e. _____	e. _____
f. _____	f. _____
g. _____	g. _____

4. Make a list of the functions you feel are unquestionably those of a teacher aide. In other words, what do you think a teacher aide should do in the classroom?

a. _____

b. _____

c. _____

d. _____

e. _____

OGDEN SCHOOL DISTRICT
2444 Adams Avenue
Ogden, Utah 84401

A PROPOSAL FOR THE SELECTION AND TRAINING OF PROSPECTIVE TEACHING PERSONNEL

A Progress Report
Submitted to

Utah State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Funded under a Grant
from

Education Professions Development Act
(Part B, Subpart 2, Title V Higher Education Act of 1965)

OGDEN SCHOOL DISTRICT
INTERIM REPORT-PHASE I

The project to select and train prospective teaching personnel was designed for two phases. Phase I involved the development of a new training program and new materials. Phase II involved the recruitment, selection, and training of 30 people -- utilizing the new training program and materials. Funding was obtained for Phase I of the program, which is nearing completion. Therefore, rather than being an evaluation of the total project, this will be a progress report of Phase I.

A thorough evaluation report will be submitted at the end of Phase II of this project. The new training program and the new materials developed in Phase I will be used to train the individuals who will be recruited and selected in Phase II of the project. These individuals will be people not now employed in education but who could progress toward para-professional positions in the public schools. Special consideration will be given to the disadvantaged and to individuals from various groups who may more closely relate to public school pupils from different socio, economic, and ethnic backgrounds.

Phase I of the project, as indicated above, involved the development of self-instructional materials and other learning sequences which would be adaptable to a wide variety of training needs.

Present teacher education programs do not have the flexibility needed for the variety of training demanded by the modern school. Also, many teacher education programs unfortunately have built "little empires" that do not provide the type or model of instruction that the faculty members purport to be best. The typical instruction consists of lectures given at a regular time in a college or university classroom by a faculty member. Furthermore, the reputation established by so many of these "little empires" has not attracted sufficient numbers of capable individuals into the teaching profession; perhaps persons from backgrounds

necessary for efficient overall educational purposes were discouraged from even trying to enter the profession.

One of the errors that this project was designed to eliminate was that of trying to recruit and train new people with an old, worn-out program. Hence, the first phase of the project was to develop a new training program and new materials to fit that program.

The basic approach to training was to be through self-instructional units which are called WILKITs (Weber Individualized Learning Kits). WILKITs are designed to teach a single significant concept or skill -- concepts and skills that have broad applicability. The learning experiences of the WILKITs are designed to allow the students to achieve behaviorally state objectives. A wide variety of media and methodology, such as reading, small group discussions, viewing films, video tapes, doing experiments, working with public school children, etc., are involved in the learning experiences. The students have more individual contact with faculty advisors so that the program can be more relevant to the students' individual needs.

Requiring no lectures, work on the WILKIT can proceed at the student's own rate and is adaptable to a great variety of training needs and training places. Responsibility for learning is placed on the learner. He knows the objectives (stated in behavioral terms), takes responsibility for achieving the objectives, and knows when he has arrived.

This method of instruction lends itself to focus on many of the technical skills of teaching. The stress is on performance. The behavioral objectives establish the standard of competency to be achieved. The individual learner also develops the ability of self-evaluation with respect to the standards.

Highly important, also, is the fact that the WILKIT itself is constantly open to evaluation. If the students follow the learning experiences and do not

achieve the objectives, then likely the learning experiences are poorly designed and must be revised. Once the program is underway, revision will not cause a serious problem; the WILKIT program is designed for constant evaluation and revision so that training needs of all students may be met more adequately.

Through EPDA project funds during the summer of 1969, teacher education faculty members were released from their regular duties. Public school teachers and administrators were hired to work under the direction of the regular faculty and carry the regular instructional load. In several instances, regular faculty members were released only part time, and in such situations these faculty members devoted part of their time to their regular duties and part of their time to working on the EPDA project.

The list below identifies the individuals who were employed to carry the regular instructional load:

Frank S. Blair
1063 So. 1200 W.
Ogden, 84404

Leon H. Blake
775 E. 4100 So.
Ogden, 84403

Dorothy M. Brown
5994 Bellview Ave.
Salt Lake, 84107

John E. Denhalter
715 E. 5300 So.
Ogden, 84403

Sandra M. Edwards
1060 E. 4050 No. #341
Provo, 84601

K. Earl Erickson
1025 - 40th Street
Ogden, 84403

Rulon R. Garfield
1013 Henderson Dr.
Ogden, 84404

J. Ray Jarrett
576 W. 5025 So.
Ogden, 84403

Andrew Jones
1295 E. 4100 So.
Ogden, 84403

Carol Jean Jones
3025 Tyler Ave.
Ogden, 84403

Milton E. Kendrick
4510 Porter Ave.
Ogden, 84403

D. David Marcyes
4035 Fowler Ave.
Ogden, 84403

Dwayne E. Manful
1420 Canyon Rd.
Ogden, 84401

Benjamin W. Standing
2189 W. 5700 So.
Roy, 84067

Bud W. Stephenson
808 Colorado Street
Salt Lake, 84116

One full-time secretary and one part-time secretary were employed to assist in the project. Each is identified below:

Miss Carol Fernelius
Full-time secretary

Mrs. Bette Gamble
Part-time secretary

The members of the School of Education faculty at Weber State College who participated in this project are identified in the list presented below. Included in the list are the academic degrees, dates of degrees, sources of degrees, and number of years professional experience (elementary, secondary, and higher education).

Caseel D. Burke,
Dean, School of Education
Bachelor of Science, 1939, Utah State University
Master of Science, 1948, Utah State University
Doctor of Education, 1953, University of California
Professional experience, 24 years

Harley K. Adamson,
Chairman, Department of Secondary Education
Bachelor of Arts, 1957, Idaho State University
Master of Arts, 1960, Idaho State University
Master of Arts, 1961, University of Denver
Doctor of Education, 1963, University of Denver
Professional experience, 11 years

Luan H. Ferrin,
Chairman, Department of Elementary Education
Bachelor of Science, 1956, Brigham Young University
Master of Science, 1962, Utah State University
Doctor of Education, 1970, Columbia University
Professional experience, 12 years

Blaine P. Parkinson
Secondary Education
IPT Project Director
Bachelor of Science, 1951, University of Utah
Master of Science, 1959, University of Utah
Doctor of Philosophy, 1964, University of Utah
Professional experience, 15 years

Florence R. Barton,
Secondary Education
Bachelor of Science, 1938, University of Utah
Master of Science, 1958, University of Utah
Professional experience, 32 years

Keith R. Burnett,
Secondary Education
Bachelor of Science, 1956, Montana State University
Master of Science, 1966, University of Utah
Doctor of Education, 1969, University of Utah
Professional experience, 8 years

David R. Cox,
Secondary Education
Bachelor of Science, 1941, Brigham Young University
Master of Science, 1948, University of Utah
Doctor of Philosophy, 1958, University of Utah
Professional experience, 26 years

Melba Glade,
Elementary Education
Bachelor of Arts, 1932, University of Utah
Master of Science, 1936, University of Southern California
Doctor of Education, 1970, University of Utah
Professional experience, 30 years

Olive M. Maccarthy,
Elementary Education
Bachelor of Science, 1958, Utah State University
Master of Science, 1968, Brigham Young University
Professional experience, 14 years

A. Earl McCain,
Secondary Education
Bachelor of Science, 1958, Peru State College
Master of Arts, 1959, New Mexico Highlands University
Professional experience, 10 years

Evan J. Memmott,
Secondary Education
Bachelor of Science, 1950, Utah State University
Master of Science, 1952, Utah State University
Master of Science, 1953, Indiana University
Doctor of Education, 1962, Indiana University
Professional experience, 18 years

Jimmie D. Merrill,
Elementary Education
Bachelor of Science, 1956, Brigham Young University
Master of Science, 1962, Brigham Young University
Doctor of Education, 1968, University of Oregon
Professional experience, 14 years

Carl O. Richart,
Elementary Education
Bachelor of Arts, 1951, Western Washington State College
Master of Education, 1962, University of Oregon
Professional experience, 15 years

Robert L. Vogel,
Elementary Education
Bachelor of Science, 1960, Utah State University
Master of Science, 1970, Utah State University
Professional experience, 9 years

Helena B. Watson,
Elementary Education
Bachelor of Science, 1960, Utah State University
Master of Science, 1961, Montana State University
Professional experience, 28 years

The faculty members redefined the course work leading to a teaching certificate in terms of WILKITs and proceeded with the development of the WILKITs. It was not the purpose of this EPDA project to complete the WILKITs, but to do the preliminary planning, looking at what should be included, what is now done that should be excluded, what format to follow, and then to begin developing specific WILKITs.

The format that was developed for the WILKITs follows the outline presented below:

WILKIT:	(Title)
INTRODUCTION:	(If an introduction is necessary for the particular WILKIT)
CONTENT:	(A very brief list of the concepts or skills the WILKIT will cover)
PRE-ASSESSMENT:	(A procedure to provide for any of several goals: 1. to allow an individual to pass the WILKIT without going through the Learning Experiences if he can demonstrate he can perform the objectives. 2. to direct a learner through specific but not necessarily all the Learning Experiences to accomplish the Objectives. 3. to determine a starting point for starting the Learning Experiences.)
BEHAVIORAL OBJECTIVES:	(Specific objectives of the WILKIT stated in behavioral terms so that the learner may know exactly what he is expected to do.)
LEARNING EXPERIENCES:	(The learning activities the learner will experience to achieve the knowledge and skill of the WILKIT. Activities such as small group seminars, listening to audio tapes, viewing video tapes and films, conferring with a faculty advisor, reading, peer teaching, and working with public school children will be typical Learning Experiences.)

SELF-EVALUATION: (A sample test of the knowledge or performance that is necessary to demonstrate achievement of the Behavioral Objectives. The main purpose is to let the learner know whether or not he is ready to check out of a WILKIT.)

PROFICIENCY ASSESSMENT: (A final exam or performance demonstration wherein the learner may demonstrate that he has achieved the stated Behavioral Objectives of the WILKIT.)

An advisory board was established to assist in the process of identifying the skills and concepts needed by teachers and to set up the WILKITs to teach these skills and concepts. The advisory board also provided an opportunity for public schools to have a greater role in the teacher training process. Membership on the advisory board included public school administrators and teachers, college students, college faculty from outside the School of Education, and a representative from the State Department of Public Instruction. A list of the members of the advisory board follows:

Ogden	James Blair 1348 - 31st St. Ogden, Utah
	Glenn Thomas 2850 Monroe Ogden, Utah
Davis	Dallas Workman 344 E. 200 No. Kaysville, Utah
Box Elder	Edward Payne 304 So. 8th West Brigham City, Utah
Morgan	Raymond Larson 95 South State Morgan, Utah
Weber	Maurice Berrett 4262 W. 2550 So. Ogden, Utah
O.E.A.	Rulon Yorgason 476 Fowler Ogden, Utah

W.E.A.	John Bushman 1574 No. Oak Hill Circle East Layton, Utah
D.E.A.	Robert Graves 3102 W. 2900 So. Ogden, Utah
B.E.E.A.	Don Potter 235 E. 8th North Tremonton, Utah
M.E.A.	Anna Porter Morgan, Utah
Secondary Student	Arlene Wilson 559 Valley View Farmington, Utah
Elementary Student	Karen Tanner 6 Custer Place Ogden, Utah
S.E.A.	Maloy Hales 541 - 23rd St. Ogden, Utah
W.S.C.	Levi Peterson 1561 - 25th St. Ogden, Utah
State Office	N. Blaine Winters 507 DeSoto Salt Lake City, Utah

Sometimes the advisory board meetings allowed the members to take the role of a sounding board, and at other times the members and the faculty brainstormed. Notes from two meetings held during the summer of 1969 are presented below:

ADVISORY BOARD MEETING NOTES
July 10, 1969

Planning: The <u>why</u> should be brought out. Why have planning and why should the student learn these things?

Group Techniques: Should probably go into detail about these in some of the early WILKITs so that they can be of benefit later.

Testing: Observations

Teacher-made tests for computerizing

Evaluation of subjective things, English themes, for example, should be covered.

Student involvement in his own evaluation would be good

More use of analysis and diagnosis - prescription should be included

Bloom's Taxonomy

The Beginning Experience: Need to identify what students should be prepared for and be prepared to adjust to.

Music: Possibly music and art should be available for secondary students as well.

Maybe all WILKITs in both elementary and secondary should be available to both groups. An overview should be added if it is not already built in.

Singing, playing instruments, creativity, listening WILKIT could possibly be refined.

Classroom management and physical health might be able to tie together.

Motivation: Possibly need more than one WILKIT on this since it so greatly affects behavior.

Counseling - Need a unit on counseling as it relates to the classroom teacher.

Discipline and Control: It could be included with the educational psychology material - why people act the way they do. Possibly it could also be with classroom strategies. It could be a series of units divided into three parts: legal, management, psychological.

Educational Research: Interpretation of research (Using Educational Research possibly would be a good title).

Social Studies: There is a need to become acquainted with some of the new social studies curriculum development programs.

Rationale - Is it for the program or for the student? What is referred to here?

There is need to provide opportunities for students to enter frequently in group planning and organizing - need to gain skills in this area. What about community involvement? Purpose of social sciences is as a problem-solving tool. Critical thinking, inquiry as forms of problem-solving, are they included?

Newer concepts of social sciences for people in the secondary school should be included somewhere in the curriculum as well as for elementary students.

Social science generalizations - Philosophy, Political Science, and Economics should also be included.

Instructional Media: Need to include how to use the library - general library skills should probably be included here.

* * * * * * * * * * * * * * * * * *

ADVISORY BOARD MEETING NOTES
July 23, 1969

Should the student receive training in all the disciplines of the social studies and physical sciences?

Geography	Biology
History	Anthropology
Economics	Philosophy
Psychology	Botany
Sociology	Zoology
Political Science	Geology
	Astronomy

Should the student receive training in all the levels of social studies and physical sciences K through 6? (i.e. training in how to teach the same concept at each grade level)?

Why not send an observer for 30 to 60 days to Oxford and other university centers in Europe to see if they are doing something we can use?

Give increased emphasis upon problems and unexpected situations the student teacher will meet when he takes a job.

a. How to deal with a lethargic, old-fashioned, potentially hostile department or group of fellow teachers

b. How to deal with hostile, poorly prepared students in certain schools

c. How to deal with a "spoiled" class - students having recently broken the discipline of a teacher

Give increased emphasis to methods for fostering departmental unity in secondary education for purposes of developing curriculum, agreeing upon standards and team teaching.

Give increased training in how to use the insights of psychology concerning self-concept to draw the hostile alienated student into the group, to give him group identification.

Perhaps give some training in administrative problems in the public schools.

Explain more clearly your process of screening ungifted students from the education program.

A student should be assigned to a certain small group of teachers very early in his education. This will enable the student to be aware of the things he will be required to learn. Give more meaning to the learning.

Materials (printed and non-printed) should be in a school media center. Encouraged in school systems to enable the student teacher to use materials available.

Interchange of personnel of college and school. A planned program to give depth to teachings.

More time to apply teaching of reading to gain experience with the individual differences of students. Grouping for specific problems, not cut and

dried grouping. Reading in subject areas. Remedial help for the regular classroom teacher.

Need to inform public of program and make it feel it is beneficial to their children.

Student Teacher experiences should include both junior and senior high school experiences for secondary.

Total involvement with all educational aspects, not just teaching; P.T.A., responsibilities of teachers not related to classroom teaching.

Student teaching needs to come much earlier than is now scheduled.

Could micro-teaching video tapes be maintained for the duration of a student's working on a WILKIT?

Is there a program to solicit individuals into teaching? (i.e. coaches' recruiting)

Where will students learn about personality conflicts between pupil-teacher and teacher-teacher?

Where will candidates of various disciplines learn how to teach their specific disciplines?

Where are materials available for students as teachers to use in teaching?

In Ferrin's unit on financing will prospective teachers learn and really understand the financial structure of education so that they may realistically support their associations, etc.

There is very little critical thinking included in the list of proposed WILKITs. Inquiry should be built throughout the whole program.

Group skills need to be developed.

Education should introduce students to new programs in social studies, etc. For example, Fenton, Sensesh, high school geography department.

Individualized learning is good, but it will not be good if it is just the same old stuff in a new package.

Polished, master teachers could be used for the model lessons.

* * * * * * * * * * * * * * * * * *

While the intent was not to develop WILKITs for the entire teacher education program, it was necessary to identify the WILKITs that would eventually constitute the teacher education program so that proper direction could be given to the development work. The following tentative list of WILKITs and their content was developed by the Weber State College faculty and the members of the advisory board.

WILKIT	CONTENTS
Reading-Study Techniques	SQ3R Purpose for Reading Flexibility in Reading Outlining
Reading Readiness	Definitions & Purpose of R.R. Factors Used in Determining R.R. Use of Standardized R.R. Tests Observe R.R. Activities in Public Schools Developing a R.R. Lesson Plan Using a R.R. Lesson Plan
Nature and Instructional	Description of Nature of Reading
Implication of Reading	Major Tasks in Teaching Reading Characteristics of Successful Reading Teacher Major Purposes of Reading Instructional Implications Word Recognition Skills Meaningful Vocabulary Inferences Interest in Reading, etc.
Basal Approach to Teaching Reading	Basal Materials Visual Aids Lesson Plans Grouping Supplementary Materials Peer Teaching Observation Classroom Participation Strengths Weaknesses
Individualized Approach to Teaching Reading	Characteristics Strengths Weaknesses Materials Records

Other Approaches to Teaching Reading	Language Experience I.T.A. Words in Color Linguistic Machines S.R.A. Records & Tapes
Comprehension	Meaningful Vocabulary Levels of Comprehension Questions Workbooks & Worksheets Discussion Groups USSR Problems in Communications Flexibility Purpose Charts, Maps, Index, etc.
4 C's	Concrete Conceptual Contemporary Conversational
Planning	Behavioral Objectives Lesson Planning Unit Planning
Classroom Strategies	Lecture, Varying the Stimulus Group Techniques Games, etc.
Classroom Management	Record Keeping Housekeeping
The Beginning Experience	First Few Days of Student Teaching
Language of Music	Melodic Contour Syllables and Numbers Music Symbols Time Signiture Note Values Recorder
Singing, Playing Instruments, Creativity, Listening	Song Selection Rhythm Instruments Melody Instruments Creative Activities Singing Techniques
Chording and Harmony	Major Scales and Cords C, G, F Chording Instruments Part Singing

Music Appreciation	Lives and Music of the Masters Use of Records and Films Field Trips Guest Musicians Standard School Broadcast and Similar Programs
General Principles of Growth & Development	General Principles Biological Bases of Development Cognitive Development Development of Personality Development of Social Behavior Individual Differences
Learning I (Reinforcement)	Theories or Models Terminology Experimental Work Classroom Application Behavior Modification Techniques
Learning II	Transfer Set Forgetting Retention Attention Technology in Education
Learning III	Early vs. Late Learning Maturation Readiness Cultural Deprivation
Learning IV	Attitudes Skills Concept Development Values & Character Imitative Behavior
Educational Research	Method of Study Terminology How Can a Teacher Utilize Research
Self-Concept	Development of Effect on Behavior Mental Health
Motivation	Needs Curiosity Interest Other Theories Considerations in Planning

Physical Health	Probable Health Problems of Concern to a Teacher Recognition of Symptoms Referrals The Sick Or Exception Child in School Planning
Handwriting	Manuscript Performance Methods of Teaching Cursive Performance Methods of Teaching
Spelling	Performance Methods of Teaching
Communication	Speaking Speech Story Telling Dramatics Poetry Listening Skills Writing Composition Fundamentals of Basic Grammar Application of Spelling Skills Creative Writing Motivation Sensitivity
Needs & Characteristics of Adolescence	
Behavioral Adjustments & Guidance of Adolescence	
Classroom Management & Discipline	
Instructional Media (Motion Pictures)	Operation of 16mm Projectors Operation of 8mm Projectors Operation of super 8mm Projectors Physical Facilities for Motion Picture Projection Selection and Evaluation of Motion Picture Film Utilization and Curricular Integration of Motion Picture Film Production of Motion Picture Film Preservation and Care of Motion Picture Film Demonstrate and Explain the Maintenance and Care of Motion Picture Projectors Demonstrate and Explain the Preservation and Care of Motion Picture Film
Instructional Media (Video Systems)	Operation of Video Cameras Operation of Video Recorders Operation of Dial Access Systems

	Physical Facilities
	Selection and Evaluation of VTR Program
	Utilization and Curricular Integration of VTR Programs
	Production of VTR Programs
	Preservation and Care of VTR Programs
	Demonstration and Explain the Maintenance and Care of Video Cameras and Recorders
	Plan and Produce a Video Tape Lesson
Instructional Media (Slides and Filmstrips)	Operation of 2x2 slide Projectors
	Operation of 3x4 Slide Projectors
	Operation of Filmstrip Projectors
	Physical Facilities for Still Projectors
	Selection and Evaluation of Still Projection
	Utilization and Curricular Integration of Still Projection
	Production of Slides and Filmstrips
	Preservation and Care of Slides and Filmstrips
Instructional Media (Opaque)	Operation of Opaque Projectors
	Physical Facilities for Opaque Projectors
	Selection and Evaluation of Media for Use with Opaque Projectors
	Utilization and Curricular Integration of Media Produced by the Opaque Projector
	Production of Media Produced by the Opaque Projector
	Preservation of Media Produced by the Opaque Projector
Instructional Media (Overhead)	Operation of Overhead Projectors
	Physical Facilities for Overhead Projectors
	Selection and Evaluation of Media in Still Projectors
	Utilization and Curricular Integration of Media
	Production of Media
	Preservation and Care of Media Used in Still Projection
Instructional Media (Sound Slide & Sound Filmstrips)	Operation of Sound Slide Projectors
	Operation of Sound Filmstrip Projectors
	Physical Facilities
	Selection and Evaluation of Media
	Utilization and Curricular Integration of Media
	Production of Media
	Presentation and Care of Media
Instructional Media (Sound & Recording & Reproduction)	Operation of Tape Recorders
	Operation of Cassette Recorders

	Operation of Record Players Physical Facilities Selection and Evaluation of Media Utilization and Curricular Integration of Media Production of Media Preservation of Media
Instructional Media (Computer System)	Operating Computer Assisted Instructional Systems Physical Facilities Selection and Evaluation of Media Utilization and Curricular Integration of Media Production of Media Preservation and Care of Media
Professional Relationships	Why Study School Law? Federal Relationships as they affect the teacher State relationships as they affect the teacher Local district relationships as they affect the teacher The individual school staff relationships Classroom - home relationships - dress - secret societies - conduct off school grounds
Professional Rights	Certification Contracts Curriculum Methods Freedoms - Personal - Academic Teacher Organizations - Negotiations - Ethics - Retirement - Tenure
Professional Responsibilities	General Liability Rules and Punishment - Suspension - Explusion - Marriage - Corporal Punishment - Academic Punishment Supervision - Teacher - Sending on Errands Medical Attention Field Trips - Liability Waivers Transportation - in Private Cars - School Transportation Student Supervision - Safety Patrols - Halls Extra-curricular Activities Malpractice
Instructional Media (Graphics)	Illustration Preservation of Media Equipment Operation Physical Facilities

The Art of Discovering the
    Elementary Science Program
    of Discovery
    The Strategy of Discovery

The Psychology of Discovery

Developing the Talents of
    Discovery

Cooperating in the Quest to
    Know

Evaluating Growth in the Discovery
    Process

The Inductive Process in
    Mathematics

The Materials of Mathematical
    Induction

Encouraging Feelings of Success
    in Mathematics

Getting Yourself Excited about
    Mathematics

Evaluating Growth

The Thrill of Drill

Word Recognition Overview

- Memory of Word Form
- Context Clues
- Phonic Analysis
- Structural Analysis
- Dictionary Skills

Memory of Word Form
    (Sight Words)

- Observation of Visual Details
- Imagery of Word Form
- Associating Meaning with Printed Words

Context Clues
    (Meaning Clues)

Types of Context Clues
- Definition
- Experience
- Comparison
- Synonym
- Familiar Expression
- Summary
- Reflection of Mood or Situation

Instructional Media (School Media Centers)	Preparation of Media
	Design and Display
	Philosophy
	Physical Facilities
	Equipment
	Materials
	Administration
	Introduction
	Utilization
	  The Classroom as a Media Center
	  Building Media Centers
	  Integration of Print and Nonprint Media
	  Multi-media Utilization
	  Learning Systems

Instructional Media (Print Materials)	Library Skills Physical Facilities Reference Materials Administration Utilization and Curricular Integration Selection and Evaluation Preservation and Care Classification Systems Automated Systems

Phonic Analysis	Single Consonants
	  Initial Position
	  Final Position
	Consonant Blends
	  Two-letter
	  Three-letter
	Consonant Diagraph
	Silent Letters
	Vowels
	  Short Sound
	  Long Sound
	  Schwa
	  R. Controlled
	Vowel Combinations
	  Vowel Diagraphs
	  Dipthongs
	  Other Combinations
	Vowel Consonant Combinations
	Phonograms
	Other Vowel and Consonant Sounds

Structural Analysis	Compounds Contractions Possessives Prefixes Suffixes Plurals Varient Endings and Root Words Syllabication Accents Comparatives

Dictionary Skills	Locating Entry Words Deriving Pronunciation of Words Deriving Meaning Adapting Definition Back into Context
Children and Their Literature	What Literature is Children's Literature-portion of Universal Literature as an Art Form Definition and Characteristics of Children's Literature The Scope of Children's Literature Children's Books and Adult Books
The Center for Children's Books-Weber State College	Major Divisions and Description Kinds of Literary Experience Derived Tools and Aids to Book Selection Book Awards and Honors
Who Chooses and Why What Books are For	The Nature of Literary Value How good can a Children's Book be Difference in Reading for Different Ages How Changing Conditions and Values Influence Choice Universal Standards for Children's Literature
Picture Books and Picture Story	Definitions: Picture Book, Picture Storybook The Language of Picture Books and the Child The Artistic Qualities of a Fine Picture Book and Picture Storybook The Changing Concept of the Textural Story and Visual Art
Singing Words	Poetry is a Child's Delight The Middle Years being new Satisfactions in Poetry The Range and Variety of Poetry How Poetry Speaks to Children Poems that make Sense Poems of Nonsense Poems that Tell a Story Poems that have Something in Them to Recommend, that Make Life Better Poems of Fancy and Imagination The purpose of Poetry; What Poetry Does What Children can do with Poetry.
Tell Me a Story	Storytelling - A Fork Art. Rediscovery When to Tell Stories Why Tell Stories When to Read Stories The Storyteller Learning and Telling a Story Stories to Tell Literature of the Storyteller Stories and Books to Read Aloud

Magical and Strange Worlds With Sounds of Laughter	Modern Fantasy and Humor - "The Special Possession of Children" Clifton Fodimen in Introduction to Reading I've Liked Definition and Characteristics Origins and Development Why the Fanciful and the Humorous Have Special Appeal to Children Characteristics of Humor that Suit Children Magic Things for Children Laughter in Story and Poetry Guides to Evaluation
New Realism in Children's Books	Definition of Terms Literature and Social Conscience Personal and Social Concerns The Role of Literature in Satisfying Children's Basic Needs. (The Young Child, the Middle Years, Growing Toward Maturity). The Matter of Values The Place of Realistic Literature in the Lives of Children Standard of Excellence in Book Selection. Criteria for Guidance. Realistic Stories of our Time and Other Times
Children, Men and Books Biography and Historical Fiction	Literature of the Past and Modern Times; Its Appeal to Children New Biographies for Children and Youth; Their Contribution to Children's Lives and Aspirations Definitions and Types of Historical Stories Biography and Historical Fiction Offer Enrichment to All Learning Developing Sensitivity to Casual Factors in Human Behavior Through Literature Meeting Modern Challenges through Literature - Regard for Human Life and Respect for Man's Accomplishments; The solidarity of Man; ect. Criteria for Guidance in Book Selection
Innovations in Children's Literature	Informational Books. Definition and Types of Books New and Improved Standards of Writing and Illustrating New Content in the Field of Children's Books The Paperback comes into its own. Uses and its Place in the Literature Program

	Mass Media and Children's Reading Habit. T.V., Radio, etc. Audio-visual Media and its Contribution. The Non-print Media
	The Appeal of the Comics; Newspaper and Books
	Modern Learning Theory and Modern Communication Systems of Which Books in Print and Non-print Media are a Part. Information Retrieval.
	Change and the Child's World
Books of Special Interest Stimulating Personal and Social Reading	Reading Interests and Child Growth and Development
	Providing for the Diversity of Children's Reading interests and needs
	Studies Reporting Children's Interests.
	Techniques for Assessing Individual and Group Interests
	How to Encourage Children's Specialized Interests
	Creating an Environment that Encourages Children to Want to Read Fine Literature
	Techniques that Provide Opportunities for Children to Experience and Enjoy Literature through Listening, Reading and Discussing
	Commitment to Long Range Reading Goals that Rests on the Foundation of Knowledge of Literature
Purposes of Evaluation	Determine Readiness of Students
	Guidance of Students
	Self-evaluation
	Definition and Enforcement of Standards
	Demonstration of Cumulative and inter-related Nature of Knowledge
	Evaluation of Instruction and Curriculum
	Grading Progress of Students and Reporting
Methods of Evaluation (Construction and Administration)	Written Examinations
	Essay
	Objective
	Oral Examinations
	Observation
	Peer and/or Group Evaluation
Interaction Lab	
Student Record and Referral Services	Collecting and Recording Information
	Interpretation and Utilization of Information
	Ethnical Responsibility
	Standardized Tests
	Referral Services
	Reporting to Parents

Group Processes

Social Studies in the Elementary School

- Goals
- Rationale
- Role of the Social Studies
- Scope and Sequence

Relation of Social Studies Themes to Social Sciences

- Social Sciences
  - History
  - Geography
  - Political
  - Sociology
  - Anthropology
  - Economics
  - Psychology
  - Ethics and Morals
- Social Studies Themes
  - Appreciation and Acceptance of the Worth and Dignity of the Individual
  - Recognition and Understanding of the Major World Cultures and Cultural Areas
  - The Use of Intelligence to Improve Human Living
  - The Intelligent Uses of the Natural Environment
  - Recognition and Understanding of World Interdependence
  - Vitalization of Democracy through an Intelligent Use of our Public Education Facilities
  - The Effectiveness of the Family as a Basic Social Institution
  - Moral and Ethnical Values
  - The Attainment of Justice through the Intelligent and Responsible Sharing of Power
  - The Attainment of General Well-being through the Intelligent Utilization of Scarce Goods and Services
  - Adequate Horizons of Loyalty
  - Commitment to Cooperation in the Interest of Peace and General Welfare
  - Individual and Group Commitment to the Democratic Process as the Means of Achieving Desired Societal Change
  - Personal Enrichment Contributed by Perceptions and Sensitivity
  - Capacity to Keep Social Stability and Social Change in a Balanced Perspective

Social Studies Skills	Reading Skills Map and Globe Skills Problem - Solving Skills Committee and Group Work Skills
Individualizing Social Studies Instruction	Sociograms Interest Inventories Evaluation

During the summer of 1969 the School of Education at Weber State College applied for and received a grant from the Carnegie Corporation of New York. The sum of $195,400 was awarded to Weber State College to develop an Individualized, Performance-Based, Teacher Education Program. Dr. Blaine P. Parkinson is director of this project. One of the principal thrusts of the project was to employ instructors to carry the School of Education instructional load during the school year so that the regular faculty members could be released to devote their efforts toward the development and completion of the WILKITs.

As a result of the developmental work to date, approximately 60 WILKITs have been identified with their general scope indicated. A list of the WILKITs is presented. Development work has progressed significantly on 20 of the WILKITs. A sample WILKIT, The Four C's of Teaching is presented in the appendix.

Learning sequences from eight of the 20 WILKITs have been field tested in regular classes during fall, winter, and spring quarters. The lessons learned through the field testing will allow us to move with confidence to the completion of the WILKITs under production.

Development of an intensive group interaction laboratory is well underway. This experience will focus on human interaction skills -- skills essential to effective relations with students, parents, other teachers, and administrators. The interaction laboratory will <u>not</u> be an isolated non-directive type experience but rather a highly directed experience component which will compliment other training approaches to effectively teach human relations skills.

The benefits of involving people other than the faculty of the School of Education at Weber State College on an advisory board and in the teaching role have been multiple. It has opened up a dialogue between the college and those it serves. Such a dialogue has been needed. It has given new input into the training program. This dialogue has caused the training institution to evaluate better what it perceives its goals to be. Without exception the response of all concerned with the advisory board has been enthusiastic and accepting.

While it was not planned to redesign the content of the present teacher education program, the process of identifying the WILKITs has resulted in a great deal of worthwhile evaluation and redirection of the basic program. This work along with the interaction between the college and the public schools has been extremely beneficial to the Weber State College teacher education program and to the EPDA project.

Progress in Phase I of the project has been very satisfactory. Inasmuch as this has been an entirely new approach, it has taken a great deal of study and effort on the part of the teacher education faculty. The planning and the initial development of the program and materials undertaken in Phase I has been supplemented by other grants. The results have been the birth of an innovative, relevant teacher training program and an inspired, stimulated faculty that will combine to conduct a noteworthy program for those who will be recruited to be trained in Phase II of this EPDA project.

It is hoped that funding will be continued so that Phase II of the project can be carried out to completion.

WEBER STATE COLLEGE
INDIVIDUALIZED PERFORMANCE-BASED TEACHER EDUCATION PROGRAM (IPT)
Master List of Weber Individualized Learning Kits (WILKIT)
April 1970

WILKIT NO.	TITLE	ELEMENTARY	SECONDARY
1.	The Four C's of Teaching		X
2.	Lesson and Unit Planning	X	X
3.	Classroom Strategies	X	X
4.	Classroom Management and Discipline	X	X
5.	Growth and Development	X	X
6.	Production of Instructional Media	X	X
7.	Principles of Reinforcement	X	X
8.	Transfer of Learning	X	X
9.	Elementary School Math I	X	
10.	Teaching and Learning in the Three Domains	X	X
11.	Implications of Educational Research for Teachers	X	X
12.	Teacher's Self-Concept	X	X
13.	Motivation and Learning	X	X
14.	School Health Problems	X	X
15.	Needs and Characteristics of Adolescents		X
16.	Elementary School Math II	X	
17.	Professional Relationships	X	X
18.	Professional Rights	X	X
19.	Professional Responsibilities	X	X
20.	Instructional Resources - Evaluation, Selection, and Utilization	X	X
21.	Communication and Perception	X	X

WILKIT NO.	TITLE	ELEMENTARY	SECONDARY
22.	Purposes and Methods of Evaluation	X	X
23.	Art	X	
24.	Student Record and Referral Services	X	X
25.	Group Processes		X
26.	Reading Study Techniques	X	
27.	Reading Readiness	X	
28.	Nature and Instructional Implications of Reading	X	
29.	Basal Approach to Teaching Reading	X	
30.	Phonic Analysis Skills	X	
31.	Structural Analysis Skills	X	
32.	Evaluation of Teacher Performance	X	X
33.	Dictionary Skills	X	
34.	Reading Comprehsnion	X	
35.	Handwriting	X	
36.	Spelling	X	
37.	Listening	X	
38.	Elementary School Math III	X	
39.	The Language of Music	X	
40.	Singing, Instruments, Creativity, and Listening	X	
41.	Chording and Harmony	X	
42.	Inquiry in Elementary Science	X	
43.	Organizing and Planning for Teaching Elementary Science	X	
44.	Media Equipment Operation	X	X
45.	Social Studies in Elementary School	X	

WILKIT NO.	TITLE	ELEMENTARY	SECONDARY
46.	Relationship of the Humanistic Goals to the Social Sciences	X	
47.	The Role of Children's Literature in the Elementary School	X	
48.	The Nature and Selection of Children's Books	X	
49.	Children's Literature - New Developments in the Field	X	
50.	Children's Literature - Traditional Literature	X	
51.	Poetry for Today's Children	X	
52.	Meaningful Experiences with Literataure	X	
53.	Social Studies Skills Development	X	
54.	Individualizing Social Studies Instruction	X	
55.	Orientation to IPT	X	X
56.	Background of American Eductional Practice	X	X
57.	Tutoring Techniques	X	X

APPENDIX
WILKIT: THE FOUR C's OF TEACHING

WILKIT: THE FOUR C'S OF TEACHING

APPROXIMATE TIME: 24-28 hours

MATERIALS:

Enclosures:

1. WILKIT check list.
2. Monograph on the Four C's.
3. Review Guide to accompany videotape #V-101.
4. Review Guide to accompany videotape #V-102.
5. Ten Lesson Critique Forms.
6. Review Guide to accompany videotape #V-103.
7. Review Guide to accompany videotape #V-100.
8. Ten Evaluation of Teaching Efficiency Critique Sheets
9. Guide on the use of the Dial Access
10. Guide on Microteaching
11. Self-test for learning Experince 10.

Library Books: On reserve in the Reference Library

1. Sanders, Classroom Questions, What Kinds? (371.37 s215c)
2. Effective Questioning in a Classroom Discussion
3. Groisser, How to Use the Fine Art of Questioning

SCHEDULING:

Advance arrangements must be made through the Operations Center, L11 for the following:

1. Peer teaching experiences (Learning Experiences 4, 8 and 14)
2. Microteaching clinic (Learning Experiences 5, 9, 15 and Proficiency assessment).

3. Consultations with faculty advisor (Learning Experiences 9 and 11, Proficiency Assessment).

CONTENTS:

1. The best lesson is:

   Conceptual

   Concrete

   Contemporary

   Conversational

2. Using each of the C's in planning and teaching.

PRE-ASSESSMENT:

None

BEHAVIORAL OBJECTIVES:

Upon completion of this unit you will be able to demonstrate your ability to:

1. Write a concept in your subject and teach a lesson using the concept as central focus.
2. Incorporate concreteness into lessons using at least four different instructional devices.
3. Develop and teach a lesson appropriate to the ability and experience level of the class, and which could have application in the students' life outside the classroom (contemporary).
4. Avoid behaviors that reduce the effectiveness of teacher-class interaction (conversational).
5. Employ specified techniques which involve all class members in discussion (conversational).
6. Write and use higher order questions (conversational).
7. Analyze the effectiveness of the lessons you teach, and make appropriate adjustments in subsequent lessons.

LONG TERM: Show evidence of a developing teaching style appropriate to your personality and consistent with the above objectives.

LEARNING EXPERIENCES:

1. Read the monograph on the Four C's. (Enclosure 2). The system outlined in this monograph constitutes a fundamental approach to teaching which can be applied to instruction of typical classroom groups, or individuals. The system is of particular value because it provides a basic frame of reference by which you will be able to evaluate your teaching performance. Pay special attention to the section titled "Conceptual" in the monograph, since this will be the first topic of consideration in this WILKIT. (This experience relates to all of the Behavioral Objectives listed above.)
2. View, in the Dial Access Center, the videotape V-101 of a model lesson illustrating the importance of the conceptual approach to planning and instruction. (See Enclosure 9 for instructions on the use of the dial access equipment.) Complete the review guide for this model lesson after you view it. (Enclosure 3) if you cannot answer the questions, view the tape again. (Objective 1)
3. Review the section of monograph (Enclosure 2) dealing with concreteness. Then view the videotape V-102 of a model lesson illustrating the difference between a lesson which has concreteness and one which does not. Complete the review guide for this model lesson (Enclosure 4). If you cannot answer the questions, view the tape again. As the WILKIT progresses you will be expected to use at least three different audio-visual devices and one other device (such as a case incident) to provide concreteness in your lessons. (Objective 2)

4. Practice preparing and presenting a lesson which is based on a single concept and which has concrete support by teaching a five to ten minute lesson segment to a group of three or more of your peers who are at a similar point in their studies. Take turns critiquing each other's lesson. You should obtain a completed copy of Sections A and B of the critique form provided (Enclsoure 5) from each participant. You can arrange for students to participate in this experience through the Operations Center. (Objectives 1 and 2)
5. Demonstrate your progress in employing the first two of the Four C's by preparing a lesson and teaching a seven minute segment of it in the microteaching clinic. You may use a revised version of the lesson you taught in number 4 above. Use Sections A and B of the critique form (Enclsoure 5), to critique your own lesson. (Objectives 1 and 2)
6. Read the section titled "Contemporary" in the monograph (Enclosure 2). Notice that it includes two distinct elements of lesson preparation and presentation.
7. View the tape V-103 of the model lesson illustrating the employment of the contempory in the classroom situation. Also notice the manner in which the teacher used the other two C's which you have already studied. Complete the review guide for this model lesson (Enclsoure 6) after you finish viewing it. If you cannot answer the questions, view the tape again. (Objective 3)
8. Practice using the contemporary in preparing and teaching a five to ten minute lesson to a group of your peers. Take turns critiquing each other's lesson. You should obtain a completed copy of Sections A, B and C of the critique form provided (Enclosure 5) from each participant. (Objective 3).

9. Demonstrate your progress in employing the three C's studies to this point by planning a lesson and teaching a seven minute segment of it in the microteaching clinic. You may use a revised version of the lesson you taught in number 8 above. Use Sections A, B and C of the critique form (Enclsoure 5) to critique your lesson. Arrange through the Operations Center to meet with a faculty advisor for a critique of your lesson. You should bring your lesson plan for this lesson and the critique form which you completed to the critique appointment. (Objectives 1, 2, 3 and 7)

10. Review the section on the monograph of the Four C's dealing with the conversational. Then read the following brief sections on questioning, paying special attention to the development of the rationale for questing. (Objective 6)

    Sanders, Classroom Questions, What Kinds? pages 1-18, 155-173

    Once you have finished the readings you should be able to pass the self-test (Enclosure 11) included in the kit. If you do not score satisfactorily, you should reread the materials before going on to number 11.

11. Write five questions which could be used as discussion questions (i.e., seed questions) for a class in your subject. Once you have finished with these, arrange through the Operations Center to meet with a faculty advisor for a critique of the questions. (Objective 6)

12. Read the material on techniques of asking questions and dealing with student answers which is found in Effective Questioning in a Classroom Discussion, pages 21-63. If you wish additional suggestions on the effective use of questions, How to Use the Fine Art of Questioning contains sample questions in many subject areas. (Objectives 4, 5 and 6)

13. View the video tape V-100 of a model lesson illustrating the use of the conversational approach to instruction. Notice the techniques of questioning which are involved, both in the model of correct procedure and in the one illustrating distractive behavior. After you have viewed the model lesson, complete the enclosed study guide to review the main points (Enclosure 7). (Objectives 4, 5, 6 and 7)

14. Practice using the conversational approach by teaching a minimum of three five to ten minute lessons to a group of three or more of your peers who are at a similar point in their studies. Take turns critiquing each other's lessons. Use the Evaluation of Teaching Efficiency Form (Enclosure 8) as the basis for this critique. Ask each participant to complete a critique sheet for your lesson. Ten critique sheets are included in the package.* Arrangements for students to participate can be made through the Operations Center. (Objectives 4, 5, 6 and 7)

15. Practice until you can demonstrate your proficiency in the use of all of the Four C's by preparing and presenting a seven minute lesson in the microteaching clinic. You should plan to incorporate all of the Four C's in this lesson. You should complete a copy of the Evaluation of Teaching Efficiency Form (Enclosure 8) for this microteaching segment. (All objectives)

*Each of these peer teaching experiences should be directed toward a specific group of conversational skills, although the other devices should not be ignored. The Evaluation of Teaching Efficiency Form is divided into sections. The second, third and fourth sections could be emphasized in that order in your peer teaching experiences. Of course, you will be

expected to practice the restraints noted in the first section of the form in all teaching experiences.

SELF EVALUATION:

Use the critique sheets from your peer teaching and microteaching experiences to write an evaluation of your performance as a teacher. You should give special attention in writing your evaluation to any particular strengths or weaknesses you have noted in your teaching. You should also call attention to any evidence of improvement you have been able to observe. Try to be concise, but complete, in your evaluation. Writing the evaluation should help you to see any areas in which you need review or additional practice before the Proficiency Assessment experience. Turn in your completed evaluation at the time you arrange for the Proficiency Assessment interview.

PROFICIENCY ASSESSMENT:

To complete the requirements of this WILKIT it will be necessary for you to demonstrate your command of all areas noted in the Behavioral Objectives.

1. Arrange through the Operations Center to microteach a fifteen minute lesson segment. You should plan to repeat this experience as many times as necessary to demonstrate your ability to satisfactorily incorporate all of the Four C's into a single lesson.
2. Arrange through the Operations Center for a final evaluation interview with a faculty advisor. The interview will be based on your demonstrated performance in the fifteen minute microteaching segment, evaluation of earlier performances and any other performance elements related to the Behavioral Objectives which the faculty advisor might require.

3. Bring completed evaluation sheets from your earlier microteaching experiences to the interview with you. It will be necessary to arrange an appointment with the faculty advisor sufficiently in advance to allow him to view earlier microteaching segments if he wishes to do so.

Enclosure 1

CHECK LIST

	Date	OK
Check out WILKIT - Operations Center	_____	_____ *
Learning Experiences		
#1 Reading		_____
#2 Videotape		_____
#3 Videotape		_____
#4 Peer Teaching - Scheduled - Operations Center	_____	_____ *
Completed	_____	_____
#5 Microteaching - Scheduled - Operations Center	_____	_____ *
Completed - microteaching supervisor	_____	_____ *
#6 Reading		_____
#7 Videotape		_____
#8 Peer Teaching - Scheduled - Operations Center	_____	_____ *
Completed	_____	_____
#9 Microteaching - Scheduled - Operations Center	_____	_____ *
Completed - microteaching supervisor	_____	_____ *
Critique Interview - Scheduled - Operations Center	_____	_____ *
Completed - faculty advisor	_____	_____ *
#10 Reading		_____
#11 Discussion Questions		
Interview scheduled - Operations Center	_____	_____ *
Interview completed - faculty advisor	_____	_____ *
#12 Reading		_____
#13 Videotape		_____
#14 Peer Teaching - Scheduled - Operations Center	_____	_____ *
Completed	_____	_____
#15 Microteaching - Scheduled - Operations Center	_____	_____ *
Completed - microteaching supervisor	_____	_____ *
Self-evaluation		
Proficiency Assessment - Microteaching (15 minute)		
Scheduled - Operations Center	_____	_____ *
Completed - Microteaching supervisor	_____	_____ *
Counter and Tape #_____		
Critique Interview Scheduled - Operations Center	_____	_____ *
Completed - faculty advisor	_____	_____ *

*Requires authorized endorsement by person indicated

Enclosure 2

THE FOUR C's OF TEACHING

Harley K. Adamson
Weber State College

The process of teaching, like all processes which require interaction among human beings, is far too complex to be reduced to simple terms, or to be so dissected as to identify all its component parts. Neither is it possible to reduce teaching to a list of "do's and don'ts" or to a bag of tricks which may be applied when appropriate situations arise. It would take an infinite number of tricks to accomodate the infinite number of differences that we find among teachers and children, among classrooms, and in day-to-day situations.

It is possible, however, to identify some of those things which go to make up good teaching. We have been able to break these down into four general areas which encompass much of what we might call the technical skill of technical skill of teaching. We have classified these as the "Four C's". We might well say that the successful lesson is conceptual, concrete, conversational, and contemporary. These are the "Four C's".

While these do not represent some kind of magic formula for success in teaching, they do provide the teacher with several valuable guides in evaluating his preparation and presentation of lesson material: (1) The "Four C's" constitute reasonably objective criteria for measurement of teaching performance which are readily observable by the teacher himself. It is about as difficult for a lesson to be partly concrete, for example, as it is for Mrs. Rabbit to be partly pregnant. (2) The criteria for teaching performance reflected in the "Four C's" are equally applicable to instruction in the familiar classroom setting or in almost any variation of the instructional process. A lesson which tried to teach a long list of unrelated ideas, rather than a single basic concept, is likely to have tough

sledding whether it is attempted in a traditional junior high school classroom or in the most liberal independent study curriculum.

While it would be a gross over-simplification to suggest that these four points represent all that there is to teaching, we can quite safely recognize that these are foundation stones upon which good teaching is built. Let's look at each one.

Conceptual

A common problem with teachers, both new and old, is that we try to teach too much. The temptation is very strong to say "far too much."

The teacher who can reduce the content of his entire lesson down to a basic idea which is of a size and shape that a child can fit it readily into his "intellectual pocket" is far more likely to find that students take something from his class than is the teacher who leaves his students somewhere under an Everest of knowledge, however valuable.

This does not mean that the finest teacher's lesson consists of a single statement to be repeated at regular intervals for 50 minutes, or that there will be "less" taught in his class. It does mean that the focus of a lesson needs to be on the student's grasp of an idea rather than upon his recording of a number of ideas in his notebooks. "Introduction" to an unlimited number of ideas without any providion for retention, application, or real assimilation into the life stream of the student can hardly be called teaching.

This suggests that a strong lesson will be built around a single, general point with sub-concepts to support the major concept which is to be taught in the lesson. We might define a concept as a concise statement which can be recognized as the general principle regarding a segment of content. It should be phrased in the student's vocabulary and should be of such limited magnitude that it could correspond to a statement or observation by the student. We might expect that

the successful lesson would enable the student to go from the classroom with the concept in his intellectual possession. Now, by intellectual possession, we mean not only that he can restate the concept, but that he will be able to apply it in a variety of situations. The concept must not deal exclusively with recall, but must have a practical application. Some sample concepts are:

Mathematics: A number line is similar to a thermometer: positive numbers corresponding to degrees above zero, negative numbers to degrees below zero.

History: The present reaction against American involvement in Viet Nam is not something new. Similar reaction was expressed by the American public against involvement in World War I, against the Spanish-American War, even by a substantial segment of the population in opposition to the Revolutionary War.

Literature: An author may choose any of his characters as his spokesman, but in most serious writing we will find someone who represents the author.

Science: Evolution is a continuous process of change for survival, as can be shown by examples of the peppered moth and the pheasant.

Notice that in each case the statement of the concept involves an attempt to relate the elements of the subject to the experience of the student, so that what he is learning does not represent something obtained in isolation.

Concrete

This represents probably the easiest of the "Four C's" to apply, since it utilizes a very natural orientation toward teaching. By supplying the student

with some kind of concrete point of reference throughout the lesson, the teacher gains a number of advantages. The first of these is attending behavior: If we can focus the student's attention upon a demonstration, upon a particular example, or upon some relevant object, we obtain his attention. Further, by relating the lesson to some tangible example, or other concrete element, the lesson obtains unity. Concreteness may, in this way, be used to enhance conceptuality. Third, and perhaps most important, we remove the requirement of dealing exclusively with verbal symbols. The most abstract communication device that we utilize is our words, and we consistently talk too much. By relying less heavily upon our words, and more heavily upon objects, or examples, we are able to move nearer the students' level of interest.

Examples of devices utilized to develop concreteness would be pictures, films, models, or even stories. The use of cases or incidents for discussion or role playing is a technique which has grown in its use as a concrete device in recent years. Chalkboard diagrams or similar illustrative devices would also fall into this category. However, the technique of writing an occasional word on the chalkboard is simply an evasion, still resting upon the verbal symbol..

With the great wealth of films, tapes, and other audio-visual devices which has become available in recent years, the temptation to rely upon these to provide concreteness in a lesson is great. Their value in this area should not be underestimated, but much simpler devices which the teacher can supply with little expense or difficulty are often equally effective. An example of the use of a simple device to illustrate a complex principle is the teacher who used a block of ice and a piece of copper wire pulled across it to teach the basis for glacial movement.

Contemporary

Two critical aspects of the learning process are embodied in the contemporary side of teaching. Inspite of their importance, these may be the most neglected

of the "Four C's." The principal reason for this neglect is the difficulty of making even a single lesson contemporary.

The first step in making a lesson contemporary is that of fitting the content and activity of the lesson to the interest and ability level of the class. A lesson on long division could hardly be taught with any success to a class that has not mastered the multiplication tables. Similar cautions would apply to the vocabulary, reading level, or prerequisite study experiences of students.

This first adjustment to the contemporary is largely a matter of planning and adapting the lesson material to the point of the student's readiness at the time of the lesson presentation. In the event that the lesson planned exceeds the readiness of the class, it may be necessary for the teacher to step backward and provide the student with experiences which will make him ready to study the materials initally planned.

The second element of the contemporary may be even more crucial than the first, since it is the condition upon which much of the success and satisfaction students find in school is based. The most successful teacher of any subject is the one who is able to make the students see applications of that subject within their own lives. The student who can see that the skills he is obtaining through his studies in the class are something than can be utilized outside the classroom will not only progress more rapidly through material, but will tend to retain that which he has learned to a much higher degree. Contrast this, if you will, with the student who feels he is studying simply for the test which will come as the terminal experience in his study of a given segment of material. He feels no responsibility to retain the material he has studied beyond the examination date and is often quite successful in erasing such ideas from his mind very shortly thereafter.

If we recognize that the central purpose of education is the preparation of students for life outside of school, then it becomes very logical that our approach to whatever subject is taught will be governed by this rule of applicability. It

would be foolish to argue that it is easy to show application for every subject in the life of a student. On the other hand, it seems extremely difficult to justify spending important time teaching those things which have no apparent use outside of the classroom

An acceptable substitute for direct application of classroom subject material by the student is that of tying it to his life experience. An example of this might be in the area of music, where a student whose only concern is music with a beat might see relatively little reason for study of the classics. Unless his music teacher is willing to surrender to the amplified electric guitar, his obligation is pretty obvious. He must make the student see some value in music outside the contemporary scene. In many cases this has been accomplished by means of looking at the relationship in origin and mechanical development between the classics and popular music. The result may well be a better understanding of the student's personal musical tastes, as well as an increased tolerance for more serious music.

Perhaps the teacher of history is most obligated in this area of the contemporary, since at first glance his subject deals almost exclusively with the past rather than the present. More careful examination shows that it is quite possible for the teacher of history to relate his subject to the student's life in either of two ways: (1) The principle of process, since the process in the study of history can be applied either to past or present. (2) The relationship of past events to present. The illustration commonly given would be to ask the student to explore the similarities and differences between two well-known revolutionists, Fidel Castro and George Washington. Or the student might be asked to reflect upon another problem in a similar vein: "Why is it that revolutions are always successful?" Incidents within the student's lifetime will enable them to see that such attempts that fail are not accorded the status of being classified as revolutions, but are called uprisings, revolts or massacres, as the case might be.

It would seem evident that an approach to history which took the student's own experience into account either on the basis of events of the present time or his own interests or desires would have more chance of success than an approach which involves simply gaining exposure to events of the past.

Thus, the contemporary scene must be a consideration both in planning the appraoch to the student and his ability, and in planning the development of subject materials to be utilized. The poet John Chiardi has said, "We must take the student from where he is at to where he ain't." The consideration of subject matter which is totally devoid of concern for where the student is "at" has little likelihood of moving him to someplace where he "ain't."

Conversational

The "C's" we have considered thus far have dealt leargely with the development of the lesson. The fourth "C", conversational, moves into a distinctly different realm, and while it is essential to consider this factor in preparation of the lesson, it becomes much more distintly an element of the lesson presentation than the previous factors.

The element of teaching which is most difficult for many teachers to develop is that of a conversational atmosphere within the classroom. This means that there is an exchange between student and teacher, rather than simply a one-sided presentation by the teacher. The teacher can receive, as well as send messages. It also means the creation of a feeling within the students of their freedom to communicate; expressing not only their questions or misunderstandings, but also exchanging ideas freely. This kind of communication probably represents the highest type of learning experience, because it tends to break down the artificial barriers which often exist between a teacher and his class. It should, therefore, be cultivated whenever possible. This atmosphere is created by a continuing

feeling of freedom on the part of the students. Although this should not be taken to suggest that all class activities should be "class discussions", the initial steps in creating this atmosphere are the responsibility of the teacher as he orients the class toward conversational activity. Techniques involved rely heavily, of course, upon the subject content, but questioning devices play a key role.

Three elements are important here: First, the nature of the question itself. Second, the way in which the question is asked. And third, the teacher's reaction to the student's response to the question. Few new teachers are able to rely upon their wits to supply them with good questions to ask in class. It becomes necessary then that they prepare questions in advance. Such questions should be planned as keys to discussion or other class activities. They might well be called "seed" questions, since considerable class activity could be expected to grow from the use of a single item. In some subjects, questions which do not have a single correct answer serve well as seeds for class activity. Questions which require some analysis, or where the process used to arrive at the correct answer is significant, can be used in other subject areas. Questions such as those illustrated below are generally classified as "higher order" questions. An example from a literature class: "Who is the hero of Shakespear's play Macbeth"?

Students of literature will recognize immediately the profound nature of this question; for while Macbeth represents the central figure in the play, the nature of his heroism is open to question. This might lead to a class examination of what constitutes the hero figure in literature and ultimately could well lead to the consideration of the non-hero as a central figure in modern literature.

This question from a history lesson might illustrate a second questioning technique. "Class, I would like you to react to this statement - - - 'If the United Nations had existed in 1776, the United States would not exist as a free, independent nation today.' Experiences resulting from such a statement should be obvious.

A third example, posing a problem, might be illustrated by this technique from science: "Suppose you were asked to pass on the desirability of a particular location for settlement or colonization. What three questions would you want to ask before you made your decision?"

Development of each of the three techniques illustrated above would rely heavily upon one of the simplest questioning devices available to teachers, but one which is often utilized too rarely. That device---one word---"Why?" Remember to use it from time to time in your teaching.

Another questioning technique is termed the inquiry method. This method might be illustrated thus: The teacher initiates the operation by instructing his class that he will answer any questions they ask about the problem posed, so long as they can be answered yes or no. He then places two glasses of clear liquid on the desk and into each glass drops an ice cube. The ice cube sinks to the bottom in one glass and floats in the other. After asking members of the class to describe what they have seen, the teacher is ready to accept the questions of the class. This process may lead from the identification of the two liquids to the characteristics which cause the reaction observed.

The way in which a question is asked is certainly not equivalent to the nature of the question from the intellectual standpoint, but it is significant, nonetheless, in view of the influence it has upon the kind of answer thus obtained. Questions should be consistently asked in the following manner: First the question, stated clearly and concisely; then a pause, then identification of the student from whom the answer is desired.

Let's analyze these steps: The reason for a clear concise statement of the question is obvious. It is unreasonable to expect someone to answer a question he doesn't hear or understand. Then a pause. This pause is a significant part of the questioning process. You have asked a question. Hopefully, it is a question which is of such nature that it will require some thought before it is to be answered. If this is the case, then it is unreasonable to expect an immediate answer from anyone in the class. So a pause of two to five seconds, although it may seem an infinitely long time to the teacher, is quite necessary in order to obtain the kind of answer we might hope to have elicited by the question asked. Then identification of the student from whom the answer is desired. This does not suggest that a chorus of answers will be accepted, but that one student initially will be made responsible for an answer. This contributes to good order in the classroom, but also increases the student's feeling of involvement because he then feels responsible to answer. The answer is his and his only. The identification of the student by name is equally important, since what more important word do we include in our vocabulary than our own name? "Hey, you!" has never been an adequate substitute for anybody's name, as anyone who has gone by that name can readily testify. It is not necessary that the teacher call on a student who has volunteered. He should feel freedom to call on those who raise their hands or upon those who do not. If the teacher can build into his class the attitude that everyone should be ready to answer any question, and that the raised hand symbolizes some special contribution, the conduct of the class discussion will be a most productive process.

In connection with the method of asking questions, we encounter several other fairly common rules which ought to be observed. First among these is to avoid the teacher's tendency to answer his own question. Before he gives anyone else a chance the teacher responds to his query. This is less likely

to happen if he is utilizing higher order questions of the kind illustrated than if he is using simple-answer questions; but it is an element to be avoided, since what good purpose do we serve by asking a question and then answering it? There will be more points to be made with regard to this in the discussion of teacher's response to a student's answer. Two parallel points also to be avoided are: (1) a teacher's tendency to repeat his question and (2) repetition of the student's answer.

The assertion that teachers commonly commit the two errors noted above is not intended to suggest that most teachers are somewhat simple-minded. In fact, it is quite natural to respond when a student asks that the questions be repeated. The teacher who consistently complies with this request is, however, detracting from the effectiveness of his questioning procedure. Many students, even the bright ones, find it easy to be thinking about a variety of things other than what is happening in class until the teacher calls on them for an answer, if they can count on having the question repeated.

An even more surprising and purposeless phenomenon is the common tendency of teachers to repeat their own questions before any class response is received. Many teachers report that they do this unconsciously until it is called to their attention in a tape or video tape of their performance. This most probably occurs for one of two reasons, either the teacher fears his question has not been asked clearly and consequently feels an immediate need to rephrase or add to the question before it can be answered, or he simply is incapable of waiting passively during the "dead air" which occurs during the two to five second pause which has been indicated as an integral part of the questioning procedure.

The paramount problem in this practice is simply that this is an unnecessary expenditure of teacher energy. But second, this may create a serious distraction from students' thought processes during the interim between question

and answer and may also create confusion as to just which question the student is being asked to answer. Since this practice is largely a nervous mannerism on the part of the teacher, it may be difficult to eliminate, but it should be avoided whenever possible.

The habit of the teacher's repeating the answer given by a student is somewhat similar to the one involved in repeating his own question. It could most often be classified as a kind of conditioned response, since many teachers will invariably respond to the student's answer in this particular pattern. There are a number of undesirable consequences of this action: (1) the student feels no obligation to give his answer loudly enough that it can be heard and understood by the other members of the class since he knows that the teacher will repeat his answer anyway. This results not only in a tendency for students to mumble their answers but also cause students to feel a lack of commitment to their answers since they can be given in such a way as to be heard only by a small segment of their peers. (2) the student who can "turn off" his hearing aid, if you will, for the asking of a question has in effect freed himself to think about more pleasant things, even if only for an instant. Since he can count on the teacher to repeat whatever answer is given to any question that is asked, this allows him an extra moment to continue whatever special kind of meditation he is practicing. (3) It is extremely difficult to duplicate the phrasing of a student's answer when repeating. Difference in meaning may be given simply by changing the inflection. This means that the teacher may very well change the student's answer in repeating it. The result here is that the student becomes uncertain as to whether his answer to the question was correct. The answer becomes less his than it was initially, and he may actually find that he appears to have answered a different question from the one the teacher answered. (4) Perhaps most serious of all from the standpoint

of the conversational atmosphere in the classroom is that the teacher's inclination to repeat the student's answer to each question creates the feeling that any answer which is to be sampled by the class must first be filtered through the teacher for his reaction. This tends to reduce, if not destroy, the possibility of interaction among students and revert to a situation where the entire classroom activity is focused upon the teacher.

Finally, the teacher's reaction to responses by the class, both to his questions and other elements of class activity, is a significant factor in building a conversational atmosphere in the class. It is possible for a teacher to reinforce a student's behavior without saying a word. If the teacher will attend closely to what the child says, he can respond by nodding his head or by a beckoning gesture with the hand to encourage the student. He may further reinforce, of course, by complimentary responses: "That's a good answer." "I like what you have to say." "That shows you've been giving some thought." These, of course, are desirable elements of teacher behavior in any circumstance, since we assume that the teacher will recognize the need of each individual to perceive worth in himself. Care should be taken to vary this response to avoid the loss of value associated with continual repetition of the same response. "Good!" isn't nearly as heartwarming the fifty-first time it is uttered during any given class period.

The teacher's response further adds reinforcement to the student's behavior if he carefully analyzes the student's answer before accepting or rejecting it. If the student has given a response which is incorrect, it is the teacher's obligation to clarify this to the class. However, clarification of the kind which simply says "That's wrong" may tend to inhibit student responses in the future. The student might fear being mistaken or hesitate making a response which we might classify as a free-wheeling kind of statement.

The teacher may correct gently by supplying possible alternatives or by calling on someone else, but perhaps the teacher needs to probe the student further to find out whether he really knows the correct answer. This can be done by prompting or hinting, or by further questioning to direct the student toward a correct response. This is perhaps the most desirable reaction a teacher can elicit when an incorrect response is obtained, since it avoids the stigma which might be attached to a wrong answer and leads the child to success in the form of a correct answer.

Teachers often inhibit student response by their reaction to correct answers which do not quite agree with their interpretation of the situation. The teacher will hear the child's response and then repeat the child's answer to the question with subtle variations which make it, thus, the teacher's answer to the question. It seems somewhat unreasonable, since we have made it a point earlier to make the child responsible for the answer, that the teacher would want to make the answer to the question appear to originate with himself.

One characteristic of beginning teachers which tends to reduce the effectiveness of questioning is their willingness to accept the first answer that is given. Many times a beginning teacher, by accepting the first answer he gets to a question, actually renders somewhat useless the whole questioning procedure, since a student may give a quick answer without having given careful thought and will probably, by the time he has finished the answer, be ready with a more complete response. If the answer given by a student is not totally satisfactory, the teacher should look for a better response either from the first respondent or from another student.

The teacher should be ready to expand on any answer with such responses as "Can you give an example?" or "How does that compare with the idea Jerry just gave?" Explain, compare, give examples, clarify, or just plan "What makes

you think so?" should be carefully sharpened tools in the teacher's conversational kit. In many cases they can be used to help get the teacher past a difficult point in the lesson as well as to improve the quality of student responses.

Even in many cases where the student's answer appears to be correct, the teacher can enhance the conversationality of the situation by asking for further responses, additional reactions, or by calling on students who may indicate a desire to speak further. This must, of course, be done with care, in order to avoid giving the impression that the first response was incorrect. The teacher's statement, "I like that one, but I wonder if there are any other points we want to look at," might avoid this kind of feeling. Or in the event another student still has his hand raised, the teacher might say, "Very good, let's see what Fred has to add to your answer." The values of such a procedure are numerous. Among them, the development of the feeling on the part of the student that the teacher is carefully weighing and analyzing his answer is very important. Since the student wants to feel that his answer is significant, the willingness of the teacher to look carefully at the answer will draw a favorable reaction from the student.

This has been a very brief introduction to four fundamental elements of successful teaching. They will not resolve all the classroom problems which may be encountered, but the incorporation of these devices into classroom practice will make a significant contribution to classroom success. Growth in the ability to utilize the "Four C's" can come only as a result of practice and commitment to this means of improved classroom performance.

Enclosure 3

REVIEW GUIDE FOR V-101: THE FOUR C's - CONCEPTUAL

Read the questions before viewing the model lesson, and be prepared to answer the questions after viewing. If you cannot answer the questions, view the tape again.

1. List three values of a concept statement in lesson planning, presentation, or evaluation.

2. List two dangers involved in neglecting a conceptual focus for a lesson.

3. Write an original sample concept statement in your subject area and check it against the criteria given in the model lesson and the monograph.

Enclosure 4

REVIEW GUIDE FOR V-102: THE FOUR C's - CONCRETENESS

Read the questions on this sheet carefully before viewing the model lesson. Be prepared to answer the questions after viewing the model. If you cannot answer the questions, view the tape again.

1. Concreteness is used to:

   a)_____

   b)_____

   c)_____

2. Concreteness may be obtained through:

   a)_____

   b)_____

   c)_____

3. Give an original example of the use of a concrete device in your subject area.

Enclosure 5

LESSON CRITIQUE FORM

Critique sheet for the practice of the conceptual, concrete, and contemporary process.

A. Conceptual

1. State the central idea you gained from the lesson.

	WEAK	STRONG
2. The central idea was clearly distinguished from the supporting data.	( )	( )
3. An approximate statement of the central idea was made by one or more students during the lesson.	( )	( )

B. Concrete

1. The attention of the class was focused by the use of concreteness (e.g. a film or visual, a demonstration a problem, or a case study)	( )	( )
2. The concrete device was appropriate to the central idea of the lesson.	( )	( )
3. Production and use of the concrete device was technically sound.	( )	( )

C. Contemporary

1. Lesson materials were suited to the ability level of the class for which the lesson was intended.	( )	( )
2. Lesson activities touched the range of experiences of the general class for which the lesson was intended.	( )	( )
3. Application of lesson materials outside the classroom was made clear.	( )	( )

Enclosure 6

REVIEW GUIDE FOR V-103: THE FOUR C's - CONTEMPORARY

Read the questions on this sheet carefully before viewing the model lesson. Be prepared to answer the questions after viewing the model. If you cannot answer the questions, view the tape again.

1. Use your own subject and give specific examples of a contemporary lesson contrasted with one which is not.

2. Which of the four means of building a contemporary lesson is most applicable to your subject? Explain why.

3. Is it possible to conduct a contemporary lesson without using discussion (conversational) techniques? Explain why.

Enclosure 7

REVIEW GUIDE FOR V-100: THE FOUR C's - CONVERSATIONAL

Read the questions on this sheet carefully before viewing the model lesson. Be prepared to answer the questions after viewing the model. If you cannot answer the questions, view the tape again.

Directions: Mark these items true or false. Revise false items to make them true statements without using negative terms.

1. (True or False) The method of questioning is essentially different from that seen in the model if you are dealing with an individual student.

2. (True or False) The major reason for making lessons conversational is that most teachers are such poor lecturers.

3. (True or False) Incorrect answers by students should be disregarded in a class discussion.

4. (True or False) The teacher should not ask students to explain their answers, because this prevents others' having a chance to speak.

5. (True or False) In a conversational class setting the teacher should expect to do about 75% of the talking.

6. (True or False) The teacher should call on someone in the class, even if no one volunteers, because that is part of being conversational.

Enclosure 8

EVALUATION OF TEACHING EFFICIENCY CRITIQUE FORM

Name _____ Check One _____Peer Teaching
_____Microteaching - 7 min. lessons
_____Microteaching - 15 min. lessons

Rate yourself or your peer on the following items by placing a (✔) in the appropriate spaces. Please rate the teaching success as objectively as possible. A strictly objective rating will help the student discover weaknesses in teaching that need to be overcome.

		WEAK	STRONG
1.	Avoided overuse of "ok, hum, ah . . . ah", etc. and exhibited no distracting mannerisms.	( )	( )
2.	Avoided repeating questions.	( )	( )
3.	Avoided answering own questions.	( )	( )
4.	Avoided repeating or rephrasing student responses.	( )	( )
5.	Asked questions, paused, then called on students' response.	( )	( )
6.	Called on non-volunteers as well as volunteers.	( )	( )
7.	Treated incorrect answers in a supportive manner.	( )	( )
8.	Used appropriate and varied rewards when students answered correctly.	( )	( )
9.	Asked higher order questions ("how, why, explain" questions).	( )	( )
10.	Redirect questions (asked the same question of several students).	( )	( )
11.	Prompted when students gave an "I don't know" response, or a partially or completely incorrect.	( )	( )
12.	Sought clarification when the student's response was poorly organized or incomplete.	( )	( )
13.	Refocused when the student's response matched the criterion response.	( )	( )

COMMENTS AND SUGGESTIONS:

Enclosure 10

MICROTEACHING: WHAT, WHY & HOW

Microteaching is, as the name implies, a small slice of teaching. In this experience you have the opportunity to teach a brief lesson to a small group of children. In many cases the lesson presentation is videotaped. This permits you to watch yourself teach and evaluate your performance. The school children who participate in the microteaching clinic for secondary students are usually brought from one of the local junior high schools and are paid a nominal sum for their participation. The present format for the microteaching clinic calls for most lessons to be limited to seven minutes duration. This permits a viewing of the lesson presentation within the scheduled twenty-minute segment. In cases where the WILKIT calls for a longer lesson segment, it may be necessary to arrange a viewing of the presentation at some other time.

There are three basic values to be derived from participation in microteaching. The first of these is, of course, the opportunity to watch yourself teach by means of videotape. This may help you identify and correct personal mannerisms or elements of presentation which reduce your effectiveness as a teacher. The second valuable element is the opportunity to work with school age children teaching your subject. This of course, could be accomplished by an assignment in a public school, but it is difficult for a student to receive enough contact with school age children under any circumstances. The third value comes from the very nature of microteaching itself. The necessity of preparing and presenting an adequate lesson segment in such a restricted period of time has paid surprising dividends for students in the past. It is necessary for a micro-lesson to be not only carefully prepared, but carefully analyzed as to the identification of essential concepts and productive experiences.

How Do I Go About Microteaching?

It is usually necessary to schedule the microteaching experience even before you begin preparing material for use in it. Such scheduling is arranged through the Operations Center. During the academic year the microteaching clinic is conducted Monday through Friday beginning at 3:30 p.m. During the summer the clinic begins at 1:00 p.m. Once the time schedule is established, it becomes necessary to do the careful preparation referred to earlier. Several suggestions might be given for consideration in this preparation:

1. Remember you will be teaching ninth grade students and the lesson material must be prepared at a level of difficulty which is appropriate. You may want to visit a school or examine a course of study to determine the particular level of proficiency which you might expect in your subject from the student participants.
2. Because of the limited time available to you, it is essential that a segment of the material be selected which is small enough that it can be taught effectively. A single key concept or skill should be selected and delimited to fit the time available.
3. Remember that teacher talk takes time and try to prepare an experience which makes it necessary for the students to carry as much of the burden as possible through active participation and discussion, physical activity, or a common involving experience.

Once you have completed these arrangements and the preparation, you are ready to proceed with the microteaching experience. You should dress as you would expect a teacher to dress. Avoid styles or colors that would be distracting to you if you were a student. Because the clinic is scheduled to capacity during the available hours and your time segment is limited, it is essential for you to be prompt. You may want to spend a minute or two with the students before you begin the

videotaping in warming them up to your topic and what you expect of them. This is quite permissible, but do not begin to teach your lesson until the videotape begins. With all these preparations completed you should be prepared to have a successful microteaching experience.

Enclosure 11

SELF-TEST ON SANDERS' CLASSROOM QUESTIONS

Use the questions for Chapter 1 pp 12-16 except for numbers 3, 8, 19, 22, 23, 24. You may indicate that the answers are in the book, but require adjustment on numbering.

25._____ According to Sanders (Capter 9), in which of the following subject areas should you be most able to employ the appropriate levels of questioning: (A) Math; (B) English; (C) History; (D) Music; (E) Physical Education; (F) Biology; (G) Chemistry; (H) Geography; (I) Business; (J) Foreign Language; (K) Art; (L) Speech - Drama; (M) Physics; (N) Political Science; (O) Psychology-Sociology?

26. Give two general examples of how you might use the text in your subject to put an emphasis on thinking into practice in your classroom.

27._____ True or false: The nature of the act of testing makes it now practical and appropriate to use memory level questions in testing and higher level questions in instruction.

28._____ Whenever you "count your toes" this should remind you of an important caution set forth by Sanders. It is that:

A. "Nursery Rhymes are not appropriate in secondary schools."
B. "You can use simple examples to teach important principles."
C. "You need to read the book carefully before you take the test."
D. "Even good questions can be ludicrous when applied to insignificant subject matter."
E. "Options on a multiple choice test should not be too obvious."

29._____ True or false: Many topics lend themselves to approach at several levels of questioning with good prospect of success.

30. How can you use questions from class activities as an aid in formulating test questions?

ANSWERS TO "SELF-TEST" QUESTIONS

25. According to Sanders you should have listed your major (or maybe your minor) here, or you're in trouble. See page 157.

26. See page 159.

27. False, see page 162.

28. D, see page 170.

29. True, see page 160.

30. See page 162.

PROVO SCHOOL DISTRICT
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CURRICULUM DESIGN FOR TEACHERS AND PARA-PROFESSIONAL ASSISTANTS

A Progress Report
Submitted to

Utah State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

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Sherman W. Wing, Superintendent
Vern Brimley, Project Director

PROVO SCHOOL DISTRICT
CURRICULUM DESIGN FOR TEACHERS AND PARA-PROFESSIONAL ASSISTANTS
A PROGRESS REPORT

RATIONALE:

In recent years much has been written about the use of teacher aides in the classroom. Studies have been conducted measuring aide effectiveness, pupil achievement, duties an aide should perform, training aides and many other such areas. Although the literature notes progress in the use of para-professional personnel, it also points out that there are problems associated with the use of this type of assistance in the classroom. Moody[1] states, "While teacher aides are gaining favor, interest and prominence, they are also causing considerable confusion and ambiguity on the part of school officials as to how they may be best used to benefit the total educational program."

Anderson[2] relates some of the problems associated with the development of programs with aides in a report titled, "Teaching in a World of Change." He states:

> Although the pilot projects have been reported in the literature for at least a decade, there is no strong indication that the teacher aide is gaining in popularity.
>
> It would seem that lack of interest is now the case, although from 1955 to 1960 there was a rather strong negative reaction to some aspects of the use of aides. Frequently voiced criticisms were that using non-professionals

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[1]Moody, Ferman B., "Teacher Aide," Pennsylvania School Journal, 116-377 + (March, 1968).

[2]Robert H. Anderson. Teaching in a World of Change. New York: Harcourt, Brace & World, 1966, Ch. 6, "The People Who Work With Teachers." pp. 109-131.

would undermine the professional role; that children might have difficulty adjusting to more than one adult in the classroom; that the teacher may not get to know the whole child, and that personality clashes or other forms of friction may develop between teacher and aide.

Over the years, these objections have tended to disappear. However, neither the university scholars nor the school administrators showed much interest in spreading the practice across the nation. One explanation offered indirectly by Raymond E. Callahan[3] is that superintendents and school boards emphasize economy-plus-efficienty, (as opposed to true educational values) in school operations.

Quite likely, too, many teachers and administrators derive satisfaction and comfort from performing clerical (and other) functions; these are usually discharged with relative ease, and when they are carried out with accuracy and efficiency, they often bring disproportionate rewards. By contrast, to solve a real educational problem is usually far more difficult and the accomplishment may bring no recognition or appreciation. Hence, it is understandable that some teachers are reluctant to give up their routine, Clerical functions and expose themselves completely to the hazardous functions of instruction.

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[3]Raymond E. Callahan, Education and the Cult of Efficiency, Chicago: Univ. of Chicago Press, 1962, p. 273.

> Nor is it clear where the line should be drawn between the functions that can and should be done by aides and para-professionals and those that must be done by fully professional teachers. There is disagreement about assigning duties to aides that call for face-to-face relationships with children. Much more research must be done on the teacher's role, the teacher-pupil relationship, and various patterns of task reallocation.

The Bay City, Michigan study verifies the fact that many duties performed by teachers could be done by an aide. It was reported in this study that elementary teachers often spend a great deal of time on activities that do not require professional competence.

A study designed by Superintendent T. H. Bell, Utah State Department of Public Instruction, being conducted in four pilot schools in the State of Utah emphasizes the need to develop a program which will best use the teacher's time in the task of teaching children rather than in the tasks that can be performed by a para-professional. Other materials have become available which categorize aide classification and responsibilities. The recent publication, "Aides for Utah School--Guidelines for the Selection, Preparation, and Utilization of Auxiliary Personnel," classifies many of the problems raised in the literature. There is, however, a need to further define responsibilities and actually design a curriculum outlining step-by-step procedures in training aides for the specific task they are assigned. This is the objective of the Provo project, to develop the scope and sequence for training auxiliary personnel.

PROCEDURE:

Phase 1 -- Planning:

The program progressed in three phases: planning, operation, and evaluation. The planning stages included an outline of procedures designed by consultants from Brigham Young University and the project director. The initial step involved utilizing the services of teachers as consultants who had worked with aides or who had been successful in working with student teachers. In addition, some persons who had served as aides the previous year assisted in the planning session. Assignments were given to cover the literature, interview teachers, outline aide qualifications and recommend areas of training.

A bibliography of the literature was gathered and is included as Appendix A. Appendix B is the collection and organization of desired qualities, abilities and tasks to be considered in the training program. From this information the following curriculum content for training teacher aides was designed:

Understandings and Abilities:

C-2: a,b,c, d,g.
E-2: d.

A. Skills

Behavioral Objective: Upon completion of the training program the teacher aides will be able to

1. Type record sheets, ditto masters, letters and other forms of communication with efficiency, neatness and with few errors.

Learning Experience

1. Demonstration of proper techniques of cutting a ditto master.

2. Chalkboard drill on a mock writing experience of typing a note home to parents . . . inventing a letter to parents explaining the plans for a proposed field trip.
3. Assignments: (a) Prepare a ditto master using the suggestions of their teacher. (b) Type a letter requesting peer instructional materials from a company.

E-1: d.

2. Play simple melodies on a piano, bells, and recorder and be able to chord and accompany a singing group on an autoharp and a ukeleli.

Learning Experience

1. Demonstration of how to play an autoharp, ukeleli, recorder and bells.
2. Practice on each of these instruments.
3. Assignments: (a) Practice and prepare 5 simple melodies to be played on the recorder and bells. (b) Practice and prepare the accompanyment of 5 simple melodies on the autoharp, ukeleli and piano.

C-1: f.
C-2: a,b,c,e.
F-2: b,c.

3. Write on the chalkboard and make charts and posters which are neat and attractive, the letters well formed and written in the Zaner-Bloser style.

Learning Experience

1. Distribute Zaner-Bloser style guides for manuscript writing.
2. Practice sessions on the chalkboard.
3. Practice sessions on lined paper.
4. Assignment: Prepare 2 charts using the suggestions of their teachers which can be utilized in the classroom.

C-2: d.
E-2: a,d.

4. Operate in an efficient manner, the school's duplicating machine, the various audio-visual equipment used in their classrooms, and prepare clear, well-organized transparencies.

Learning Experience

1. Demonstration of the operation of a standard type duplicating machine.
2. Practice sessions using the machine.
3. Demonstration of the operation of common type 35 m/m motion picture projectors, filmstrip projectors, slide projectors, opaque projectors, overhead projectors, tape recorders, and record players.
4. Practice in using each of these machines.
5. Demonstration of the steps in preparing various type transparencies.
6. Practice in preparing different type transparencies.
7. Assignments: (a) Be prepared to run off a number of copies of a ditto master. (b) Be prepared to demonstrate the use of each of the audio-visual pieces of equipment available. (c) Prepare at least 2 transparencies requested by their respective teachers.

B. Understanding and Care of Children

Behavioral Objective: Upon completion of the training program the teacher aides will be able to:

1. Properly treat children who have had minor scratches, cuts and bruises and attend to the needs of sick students.

Learning Experience

1. Discussion of common type accidents and sicknesses

that occur during a school year and the responsibility of the school in such cases.

2. Demonstration of proper treatment for such accidents and sicknesses.
3. Practice in treating such common ailments.
4. Assignment: Be prepared to describe orally, in writing, or in simulated demonstration what you would do in given situations involving accidents or illness.

A-1,7; B-1,2,4

2. Demonstrate their understanding of children's characteristics and abilities by correctly answering at least 80% of the questions given them in a written or oral quiz.

Learning Experience

1. Lecture on the characteristics and abilities of primary age children.
2. Class discussion on these characteristics.
3. Assignments: (a) Selected readings. (b) Observations of children in their class.

A-1,2,3,4,5,6,7; B-1,2,3,4; D-1,2,3; E-c,e,f,g,h,i,j.

3. Maintain effective classroom control of the children in large and small group activities and will have established rapport with the children.

Learning Experience

1. Lecture on effective classroom control procedures.
2. Slide presentation.
3. Discussion of problem situations.
4. Assignments: (a) Selected readings. (b) Experiences with children in a one-to-one relationship, in small group and large group situations.

At the beginning of the school year those teachers on a primary level who were interested in working with an aide were selected to participate in the program. It was decided that the aides would be assigned to a grade level rather than to an individual teacher.

In the Provo project aides were assigned to teachers in the kindergarten at Franklin School, first grade at Maeser School, second grade at the Edgemont and Rock Canyon schools, and third grade and the Grandview and Provost. The teachers involved defined their needs, interviewed candidates and recommended to the principal and director the aide they would like employed.

Consultants from the Teacher Education Department at Brigham Young University prepared a five-day curriculum in-service training program based on the information noted in Appendix B. This workshop was held to explain the program, define the role of the aide, and to give a synopsis of the curriculum areas that would be covered throughout the year. (An outline of activities is included as Appendix C.)

Following the workshop, aides were assigned to work with their teachers uninterrupted for a two-week period. Starting with the third week, one working day per week was devoted to an in-depth coverage of such areas as audio-visual equipment, spelling, reading, writing, music, language arts, secretarial training and other subjects. In each case a specialist was used in the training. Future training sessions are planned to give individual instruction to each aide according to need. A schedule of activities for the Teacher Aide Training Program follows, and a complete outline of lessons is included as Appendix D.

SCHEDULE OF ACTIVITIES FOR THE

PROVO SCHOOL DISTRICT TEACHER AIDE TRAINING PROGRAM

Date		Activities	Time	Location	Consultant
Oct. 17	a.	Operating audio-visual equip.	9:00	McKay Bldg.	Brown
	b.	Reaction and planning session	11:00	Rice House	Sucher - Brown
Oct. 23	a.	Music program	9:00	Wasatch Sch.	Groesbeck
	b.	Educational media	10:30	McKay Bldg.	Brown
Oct. 30	a.	Music program	9:00	Wasatch Sch.	Groesbeck
	b.	Educational media	10:30	McKay Bldg.	Brown
Nov. 6	a.	Music program	9:00	Wasatch Sch.	Groesbeck
	b.	Reading program	10:30	Rice House	Sucher
Nov. 13		Educational media	9:00	McKay Bldg.	Brown
Nov. 20	a.	P.E. Activities	9:00	Wasatch Sch.	Sucher
	b.	Growth & Development-Children	10:30	Rice House	Berryessa
Dec. 4		Educational media	9:00	Rice House	Brown
Dec. 11	a.	Classroom control	9:00	Rice House	Berryessa
	b.	Educational media	10:30	McKay Bldg.	Brown
Jan. 7	a.	Handwriting	9:00	Rice House	Allred
	b.	Review & planning session	11:00	Rice House	Sucher - Brown

EVALUATION:

The major objectives of this study are to define responsibilities for aides and to design a curriculum outlining steps and procedures for training para-professionals.

The responsibilities and curriculum have been outlined as noted in the appendix. During the latter half of the year, the teachers working with aides will meet in monthly workshop sessions to evaluate the in-service curriculum and to make recommendations for changes. Little information in this area is available elsewhere so recommendations will be accepted as valid based on the teachers' experience. As a further validation, changes and suggestions made will be applied to the second phase of the project which will involve a training program for aides in intermediate grades.

Another facet of the program will be researched as a master's project. A survey will attempt to determine if in the opinion of the teacher, a significant improvement in the effectiveness of the instructional program is realized when assistance from a trained para-professional is utilized. A complete report of this study will be part of the final evaluation.

APPENDIX A
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APPENDIX B
DESIRED QUALITIES, ABILITIES AND TASKS
OF TEACHER AIDES

QUALITIES:

A. Uses discretion and good judgment

B. Enthusiastic

C. Is Cheerful

D. Uses tact

E. Has a positive attitude

F. Is a good listener

G. Is friendly

H. Willingly accepts suggestions, directions, and criticism

I. Is flexible and creative

J. Exercises initiative

ABILITIES:

A. Skills

1. Typing and preparing ditto stencils
2. Knows how to play piano, autoharp, ukeleli, guitar
3. Be able to print letters correctly
4. Knowledge of duplicating machine, transparencies, audio-visual equipment, etc.

B. Understanding and care of children

1. Knowledge of administering first aid
2. Knowledge of children's characteristics and abilities
3. Able to handle children well

C. Understanding of curriculum and program

1. Awareness of curriculum content

2. Understands his role in the school program and relationship with other personnel
3. Understands need for planning
4. Ability to locate research materials
5. Knowledge of school policy for obtaining supplies and equipment

D. Ability to supervise and instruct
1. Able to tell stories well
2. Ability to organize and supervise games

TASKS:

A. Assisting children by:
1. Putting on and taking off winter clothing (kindergarten - 1st grade)
2. Helping the handicapped
3. Orienting new pupils
4. Orienting them after absences
5. Helping them establish good hygiene habits
6. Helping them develop acceptable social graces
7. Listening to their personal problems

B. Supervising children during:
1. Group and special project work periods
2. Independent work activities
3. Class movement outside of the room: bus loading, hallways, library, lunchroom, multipurpose room, field trips, etc.
4. Recess and other play periods

C. Clerical functions:
1. Administrative
a. Making arrangements for and scheduling the use of facilities, equipment, etc.

b. Going on errands

c. Relaying messages and notices

d. Taking attendance

e. Collecting funds and distributing tickets, notices, etc.

f. Assisting in the production and display of bulletin board materials

g. Assisting in the weighing and measuring of students and administering eye tests

h. Assist in obtaining supplies and equipment

i. Telephoning parents on routine matters

j. Arranging for field trips

k. Mixing paints

2. Secretarial

a. Placing assignments on boards

b. Completing census cards

c. Recording information on records, inventories, and other forms

d. Preparing and duplicating materials

e. Lettering charts and posters

f. Ordering and returning A-V materials

g. Sending for free and inexpensive materials

h. Collecting and filing students' work

i. Assemble seat work for individual students

j. Distributing and collecting papers, supplies, and other materials

D. Supervising children in housekeeping tasks:

1. Rearrangement of furniture and seating

2. Caring for plants, animals, storage areas, desks, and floors

3. Clean up time

E. Assisting in instruction:

1. Direct

a. Dictating and reading to children

b. Story telling

c. Listening to children read

d. Accompanying with piano, ukeleli, guitar, autoharp, etc.

e. Proofreading and helping with class newspapers

f. Helping with plays, committee reports and special programs

g. Help with sharing time--telling experiences

h. Assist with arts and crafts period

i. Assist in P.E. period

j. Assist in practice periods during instruction

2. Indirect

a. Operating audio-visual equipment

b. Observe and record children's behavior

c. Building and adding to resource collections

d. Developing bibliographies and doing library research

e. Record tapes and prepare transparencies

f. Checking papers

APPENDIX C
WORKSHOP ACTIVITIES FOR
TEACHER AIDE TRAINING PROGRAM
(September 22-26, 1969)

Monday - 22 — Provo School District Offices — 9:00 A.M.

Introduction and Orientation -- Superintendent Sherman Wing
-- Mr. Vern Brimley

Unit I Activities

Understanding the Qualifications of an Aide
Discussion Leaders -- Mr. Vern Brimley
-- Dr. Floyd Sucher

Tuesday - 23 — Wasatch Elementary School — 9:00 A.M.

Unit II Activities

Understandings and Abilities
Discussion Leaders -- Mrs. Helena Jacobsen (School Secretary)
-- Miss Lou Groesbeck
-- Dr. Ruel Allred
-- Mr. Richard Brown

Wednesday - 24 — Provo School District Offices — 9:00 A.M.

Unit III Activities

Understanding and Care of Children
Discussion Leaders -- Betty Ruth Jensen (School Nurse)
-- Dr. Max Berryessa

Thursday - 25 — Grandview Elementary School — 9:00 A.M.

Unit IV Activities

Developing the Ability to Supervise and Assist in Instruction
Discussion Leader -- Dr. Floyd Sucher

Friday - 26 — Edgemont Elementary School — 9:00 A.M.

Unit V. Activities

Understanding of the School Program and Classroom Curriculum
Discussion Leaders -- J. Richard Brown
-- Principal and teachers, Edgemont faculty

TEACHER AIDE TRAINING PROGRAM

Pre-Service Units

UNIT I. UNDERSTANDING THE QUALIFICATIONS OF AN AIDE

Concepts	Related Tasks	Behavioral Objectives	Learning Experience
An aide's knowledge and understanding of the qualifications expected in an aide will enable her to become a better aide.	Understanding and application of these concepts will help the aide complete the following tasks more effectively:	By the completion of this unit the aide will demonstrate her knowledge of necessary qualifications of an aide by:	Have the personnel director or another appropriate administrator lead a discussion of the personal qualities desired in an aide.
1. Positive personal qualities: a. initiative b. tact c. discretion d. honesty e. neatness f. friendly, happy g. cooperative h. courteous i. receptive	1. Assisting children by: a. Putting on and taking off winter clothing (k-1st) b. Helping the handicapped c. Orienting new pupils d. Orienting them after absences e. Helping them establish good hygiene habits f. Helping them develop acceptable social graces g. Listening to their personal problems Supervising children during: a. Group and special work project periods b. Independent work activities c. Class movement outside of the room: bus loading, hallways, library, lunchroom, field trips, etc. d. Recess and other play periods	1. Listing and describing seven of the nine positive personal qualities.	

UNIT I. (continued)

Concept	Related Tasks	Behavioral Objectives	Learning Experience
	Clerical functions: a. Making arrangements for scheduling the use of facilities, equipment, etc. b. Going on errands c. Relaying messages and notices d. Collection funds and distributing tickets, notices, etc. e. Assisting in the weighing and measuring of students and administering eye tests f. Assist in obtaining supplies and equipment g. Telephoning parents on routine matters. h. Arranging for field trips		
2. Have interest and experience in working with children	2. Assisting children by: a. Putting on and taking off winter clothing b. Helping with handicapped c. Orienting new pupils d. Orienting them after absences e. Helping them establish good hygiene habits f. Helping them develop acceptable social graces g. Listening to their personal problems Supervising children in housekeeping tasks: a. Rearrangement of furniture seating b. Caring for plants, animals, storage areas, desks, and floors. c. Clean up time	2. Observe a film in which teachers and aides are working with children. Have the aides record four different ways in which the teachers or aides revealed special interest in the children or a child.	2. Demonstrating or explaining ways of interest in children is shown.

UNIT I. (continued)

Concept	Related Tasks	Behavioral Objectives	Learning Experience
3. Carries tasks to completion.	3. (All tasks)	3. Carrying a given assignment to completion from written directions.	3. Give each aide a set of written directions with instructions to carry the assignment to completion without aid.
4. Possesses good health; physical and emotional.	4. Supervising children during: a. Group and special project work periods. b. Independent work activities c. Class movement outside of the room: bus loading, hallways, library, lunchroom, multipurpose room, field trips, etc. d. Recess and other play periods. Clerical functions: a. Going on errands. b. Assisting in the weighing and measuring of students and administering eye tests. c. Mixing paints or preparing other art materials. d. Completing census cards. e. Preparing and duplicating materials. f. Lettering charts and posters. g. Sending for free and inexpensive materials. h. Assemble seat work for individual students. i. Distributing and collecting papers, supplies, etc. Assisting in instruction: a. Helping with plays, committee reports and special programs. b. Help with sharing time-telling experiences. c. Assist with arts and crafts period. d. Assist in P.E. period.	4. By participating in competitive physical games or contests for 30 min. without tiring and will maintain a positive attitude throughout the period.	4. Involve the aides in physical games requiring competition and much physical exertion.

UNIT II. UNDERSTANDINGS AND ABILITIES

Concept	Related Tasks	Behavioral Objectives	Learning Experience
1. Clerical duties of a good aide include cutting sharp ditto masters and accurately typing record sheets, letters and other forms of communication.	1. Clerical functions: a. Placing assignments on boards b. Completing census cards c. Recording information on records, inventories and other forms d. Preparing and duplicating materials e. Sending for free and inexpensive materials	1. Type record sheets, ditto masters, letters and other forms of communication with efficiency, neatness and with few errors.	1.a. Demonstration of proper techniques of cutting a ditto master. b. Chalkboard drill on a mock writing experience of typing a note home to parents...composing a letter to parents explaining the plans for a proposed field trip. c. Assignments: (a) prepare a ditto master using the suggestions of their teacher. (b) type a letter requesting free instructional materials from a company.
2. An aide who can play the simple melody instruments used in a good elementary school music program and can accompany a singing group on an autoharp, ukeleli and piano is of great assistance to a teacher.	2. Assisting in instruction: Accompanying with piano, ukeleli, guitar, autoharp, etc.	2. Play simple melodies on a piano, bells, and recorder and be able to chord and accompany a singing group on an autoharp and a ukeleli.	2.a. Demonstration of how to play an autoharp, ukeleli, and recorder and bells. b. Practice on each of these instruments. c. Assignments: (a) practice and prepare 5 simple melodies to be played on the recorder and bells. (b) practice and prepare the accompaniment of 5 simple melodies on the autoharp, ukeleli and piano.

UNIT II. (continued)

Concept	Related Tasks	Behavioral Objectives	Learning Experience
3. Being able to make properly formed letters and various means of communication which are neat and attractive are important skills to be learned.	3. Clerical functions: a. Assisting in the production and display of bulletin board materials. b. Placing assignments on boards. c. Completing census cards. d. Recording information on records, inventories, and other forms. e. Lettering charts and posters. f. Observe and record children's behavior. g. Building and adding to resource collections.	3. Write on the chalkboard and make charts and posters which are neat and attractive, the letters well formed and written in the Zaner-Bloser style.	3.a. Distribute Zaner-Bloser style guides for manuscript writing. b. Practice sessions on the chalkboard. c. Practice sessions on lined paper. d. Assignments: Prepare 2 charts using the suggestions of their teachers which can be utilized in the classroom.
4. A good aide is able to efficiently operate the school's duplicating machine, the various audio-visual equipment found in the school and is able to prepare effective transparencies for the teacher.	4. Clerical functions: a. Preparing and duplicating materials b. Operating audio-visual equipment c. Record tapes and prepare transparencies	4. Operate in an efficient manner, the school's duplicating machine, the various audio-visual equipment used in their classroom, and prepare clear, well-organized transparencies.	4.a. Demonstration of the operation of a standard type duplicating machine. b. Practice sessions using the machine. c. Demonstration of the operation of column type 35 mm motion picture projectors, filmstrip projectors, slide projectors, opaque projectors, overhead projetors, tape recorders, record players, etc. d. Practice in using each of these machines. e. Demonstration of the steps in preparing various type transparencies.

UNIT II. (continued)

	Learning Experience
	f. Assignments: (a) be prepared to run off a ditto master. (b) be prepared to demonstrate the use of each of the audio-visual pieces of equipment available. (c) prepare at least 2 transparencies requested by their respective teachers.

UNIT III. UNDERSTANDING AND CARE OF CHILDREN

Concept	Related Tasks	Behavioral Objectives	Learning Experience
1. A teacher aide is occasionally called upon to treat a child who is ill or has had an accident.	1. Administering first aide to injured or sick children.	At the completion of this unit the aide will be able to: 1. Properly treat children who have had minor scratches, cuts and bruises and attend to the needs of sick students.	1.a. Discussion of common and probable type accidents and sicknesses that occur during a school year and the responsibility of the school in such cases. b. Demonstration of proper treatment for such accidents and sicknesses. c. Practice in treating such common ailments. d. Assignment: Be prepared to describe orally, in writing, or in simulated demonstration what you would do in given situations involving accident or illness.
2. A good aide understands the growth and development patterns and the basic characteristics of children.	2. Assisting children by: a. Putting on and taking off winter clothing (k-1st) b. Listening to their personal problems Supervising children during: a. Group and special project work periods b. Independent work activities c. Recess and other play periods	2. Demonstrate their understanding of children's characteristics and abilities by correctly answering at least 80% of the questions given them in a written or oral quiz.	2.a. Lecture on the characteristics and primary age children. b. Class discussion on these characteristics. c. Assignments: (a) selected readings, (b) observation of children in their classes.
3. A good aide has learned how to effectively control children and has developed a good relationship with the students.	3. Assisting children by: a. Putting on and taking off winter clothing (k-1st) b. Helping the handicapped c. Orienting them after absence	3. Maintain effective classroom control of the children in large and small group activities and will have established rapport with the children.	3.a. Lecture on effective classroom control procedures. b. Slide presentation. c. Discussion of problem situations.

UNIT III. (continued)

Concept	Related Tasks	Behavioral Objectives	Learning Experience
	d. Orienting new students. e. Helping them establish good hygiene habits. f. Helping them develop acceptable social graces. g. Listening to their personal problems. Supervising children during: a. Group and special project work periods. b. Independent work activities c. Class movement outside of the room. d. Recess and other play periods. e. Rearrangement of furniture and seating. f. Caring for plants, animals, and storage areas, desks, and floors. g. Clean up time. Assisting in instruction: a. Listening to children read. b. Proofreading and helping with class newspapers. c. Helping with plays, committee reports and special programs. d. Help with sharing time--telling experiences. e. Assist with arts and crafts period. f. Assist in P.E. period. g. Assist in practice periods.		d. Assignments: (a) selected readings. (b) experiences with children in a one-to-one relationship, in small group and large group situations.

UNIT IV. UNDERSTANDING OF THE SCHOOL PROGRAM AND CLASSROOM CURRICULUM

Concept	Related Tasks	Behavioral Objective	Learning Experience
1. An aide's understanding of his role in the school and relationship with other personnel and patrons will enable him to function more effectively.	(for no. 1, 2, 3, 4, 5) Assisting children by: a. Orienting new pupils b. Orienting them after absences Supervising children during: a. Group and special project work periods. b. Independent work activities c. Class movement outside of the room: bus, hallways, library, lunch, field trips, etc. d. Recess and other play periods. Clerical functions: a. Making arrangements for and scheduling the use of facilities, equipment etc. b. Going on errands. c. Taking attendance. d. Collecting funds and distributing tickets, notices, etc. e. Assist in obtaining supplies and equipment. f. Telephoning parents on routine matters. g. Arranging for field trips. h. Recording information on records, inventories, etc. i. Preparing and duplicating materials. j. Ordering and returning A-V materials. k. Sending for free and inexpensive materials.	1. By the completion of this unit the aide will demonstrate an understanding of the school program and grade curriculum by: a. Describing in writing his responsibility to the teacher, children and principal.	1. Through role play have two teachers conduct an initial planning sessio outlining the aide's role and relationship to teacher, children, and principal.
2. His knowledge of school policy and procedures concerning obtaining supplies and equipment, scheduling, etc. will help him to provide a greater service to the teacher and children.		2. Outlining the general policies and procedures for his school.	2.a. Role play between a principal and an aide in which he reviews school policy on teacher aide absence, ordering materials, scheduling, and general conduct rules. b. Assign each aide to meet principal and bring back a list of procedures and regulations.
3. His awareness of the curriculum content for the grade will help him to serve more effectively.		3. Listing six major subject areas taught in elementary school and outline the content for a year in science or social studies.	3.a. Lecture describing general areas of curriculum. b. Assign each aide to prepare a one-page overview of each social studies and science for his grade level from teacher's plans.
4. His awareness of the need and function of planning will help him to use his time more effectively.		4. Describe three levels of planning and his role in each.	4. Teacher and an aide role play a planning session in which yearly unit, and daily plans are discussed.

UNIT IV. (continued)

Concept	Related Tasks	Behavioral Objectives	Learning Experience
5. The aides understanding of research skills will enable him to assist in the location of materials for developing curriculum units.		5. Demonstrating his skills in locating information using the card catalogue and other sources to locate five sources on one topic.	5.a. Take the aide to a library and introduce to resources. b. Assign each aide to locate five sources of information on a given topic representing at least 3 types of media.

UNIT IV. DEVELOPING THE ABILITY TO SUPERVISE AND ASSIST IN INSTRUCTION

Concept	Related Tasks	Behavioral Objectives	Learning Experience
1. The aide's ability to tell stories will increase her effectiveness.	(for no. 1, 2, 3) Assisting in instruction: Direct: a. Dictating and reading to children. b. Storytelling. c. Listening to children read. d. Accompanying with piano, ukeleli, bells, autoharp, recorder. e. Proofreading and helping with class newspapers. f. Helping with plays, committee reports and special programs. g. Help with sharing time--telling experiences. h. Assist with arts and crafts period. i. Assist in P.E. period. j. Assist in practice periods during instruction. Indirect: a. Operating audio-visual equipment. b. Observe and record children's behavior. c. Building and adding to resource collections. d. Developing bibliographies and doing library research. e. Record tapes and prepare transparencies. f. Checking papers.	By the completion of this unit: 1. The aide will be able to tell or read a story well enough to maintain the attention of a group of children for 5-10 minutes.	1. Each aide will be assigned to prepare a 5-7 min. retold or well-read story, present it to a group of children. The presentation will be video recorded after which each aide will review the video and discuss the presentation.
2. The aide's ability to lead children in playing games will improve her usefulness.		2. Lead a group of children in playing a familar game.	2. Same as above but with a game.
3. The aide's ability to positively interact with children will increase her efficiency and usefulness in the classroom.		3. Assist children in solving individual problems.	3. Same as above except each aide will circulate among the group while they are working on independent assignments. Critiques will follow.

APPENDIX D
TEACHER AIDE IN-SERVICE PROGRAM

I. Unit on Reading

Concept: Teacher aides can render greater service if they know what to listen for during oral reading experiences.

Behavioral Objectives: The aide will be able to listen to children read orally and identify any of the six common word recognition errors they might make.

Learning Experience:

1. Lecture: Introduce aides to six common word recognition errors.
2. Tape: Have aides listen to tape recording of children reading, practice identifying word recognition problems of children on tapes.

II. Unit on Physical Education

Concept: A teacher aide's knowledge of a greater variety of games which her children have been taught will enable her to assist children in playing more games efficiently during P.E. and recesses.

Behavioral Objectives: The aide will be able to lead children in playing at least eight different games.

Learning Experience:

1. Demonstrate playing of one game.
2. Assign each aide to read the directions for a game and using a group of 10-20 students, demonstrate to the other aides how the game is played.

III. Unit on Educational Media

A. Concept: Teacher aides can provide assistance to the teacher and pupils when they can operate standard audio-visual equipment currently being used in the classroom and in school media centers.

Behavioral Objective: The aide will demonstrate proficiency in the operation of the following types of audio-visual equipment:

1. 16 mm motion picture projectors
2. 8 mm motion picture cartridge-load projectors
3. 35 mm slide and filmstrip projectors
4. Overhead projectors
5. Opaque projectors
6. Tape recorders--reel to reel and cassette type phonographs

Learning Experience:

1. Demonstration on the use, care, and operation of each machine.
2. Practice sessions with equipment and related material.
3. Discuss and show samples of film used in the different types of projectors with emphasis on the care and handling of film.
4. Prepare a tape recorded presentation (the aides) to demonstrate awareness of proper recording techniques.
5. Aides be assigned to operate the various types of equipment in the classroom.

b. Concept: Teacher aides can render service in the procurement and ordering of educational media materials.

Behavioral Objective: The aides will be able to describe procedures used in their assigned schools to order and obtain educational media materials selected for instructional activities in the classroom.

Learning Experience:

1. Consultant presentation of procedures for ordering and returning educational media materials.
2. Conduct a tour of the resource areas, district and school facilities, where materials are available for instructional programs.
3. Assign aide to discover media materials available for a particular subject from the school's instructional materials center.

C. Concept: Teacher aides can provide service for the teacher through the preparation of locally produced instructional media.

Behavioral Objective: The aide will demonstrate proficiency in the development and preparation of instructional media as listed:

1. Mounting and preserving pictorial materials
2. Lettering charts, posters, and other graphic materials
3. Enlarging pictorial and graphic materials
4. Bulletin board displays
5. Preparation of transparencies for overhead projection.

Learning Experience:

1. Demonstration and practice in mounting pictures, using dry mount tissue and rubber cement.
2. Demonstration and practice in mounting large charts, maps, and posters with cloth back.
3. Demonstration and practice in the lamination of pictorial and graphic materials with heat-seal plastics using the dry mount press.
4. Demonstration and practice in using various lettering guides and devices--rubber stamps, cardboard stencils, cut-out letters, Wrico sign maker guides, mechanical scribers (LeRoy), dry transfer letters; as well as using the felt tip pens for hand-lettered materials.
5. Have aides prepare enlargement of simple line drawings using the opaque projector, overhead projector with transparent film image, and the grid transfer technique.
6. Discuss various art media and the strengths and weaknesses of each.
7. Demonstrate and practice using different art media to color materials prepared under five above.

8. Discuss appropriate bulletin boards for various age groups. Show examples in various bulletin board idea pamphlets, colored slides, and view boards being displayed in various classrooms.
9. Have aides sketch on cards three different bulletin board ideas for their particular age groups. Share these with other aides.
10. Demonstrate and discuss the use of the overhead projector in various learning situations.
11. Demonstrate and provide materials for preparing transparencies using the Thermofax copy machine.
12. Demonstrate and provide materials for preparing transparencies using clear and treated acetate with special pens and inks.
13. Assign aides to prepare simple silhouette figures to be used on the overhead projector to be used in telling a brief story to the children in their classroom, in much the same way as would be used in a flannel board presentation.

IV. Unit on Child Growth and Development

Concept: A good aide understands the growth and development patterns and the basic characteristics of children.

Behavioral Objectives: The aides will demonstrate their understanding of children's characteristics and abilities by correctly answering 80% of the questions given them in a written or oral quiz.

Learning Experience:

1. Lecture on the basic characteristics and general abilities of children in the primary grades.
2. Show set of transparencies on the range of differences, physical intellectual, academic, of a given group of children in three primary grade classrooms.

3. Discuss and use samples of vocabulary that are appropriate for each grade level.
4. Show samples of children's work from each grade level in the primary grades.
5. Have aides observe children in a classroom situation and on the playground relative to their various differences and their common similarities
6. Conduct a question and answer period.
7. Allow students to check out selected reading references on characteristics and abilities of children from the following sources:

   Baruck, Dorothy, Understanding Young Children

   Stoops, Emery, Classroom Personalities

   Redl, Aritz, Understanding Children's Behavior

V. Unit on Classroom Control

Concept: A good aide has learned how to effectively control children and has developed a good relationship with the students.

Behavioral Objectives: Aides will demonstrate effective classroom control of the children in large and small group activities and will establish rapport with the children with whom they work.

Learning Experience:

1. Hand out form "Tips for Maintaining Effective Classroom Control" and discuss each item.
2. Discuss the principle of positive discipline.
3. Show film, "Hickory Stick."
4. Discuss particular incidents of the film and solicit responses of the class.
5. Discuss techniques for having children develop self discipline.
6. Show set of slides on discipline.

7. Have aides practice stating negative statements in a positive way.
8. Discuss and demonstrate use of voice in classroom control.
9. Describe various incidents concerning discipline problems and have students describe possible solutions.
10. Read "A Rule is a Rule" from Critical Incidents in Teaching and discuss.
11. Question and answer period.
12. Discussion of how teachers themselves cause classroom control problems through poorly planned lessons and failure to recognize the need for rest periods and the limited attention span of children.
13. Have students check out the following materials on classroom control:

    Sheviskov and Redl, Discipline for Today's Children and Youth

    Zafra, Motivation

    "Special Feature on Discipline," NEA Journal, Sept. 1963

    "A Key to Learning Good Student-Teacher Relationship," NEA Journal, April '68

    Stoops, Classroom Discipline

VI. Unit on the Music Program

Concept: An aide who can play the simple melody instruments used in a good elementary school music program and can accompany a singing group on an autoharp, ukeleli and piano is of great assistance to a teacher.

Behavioral Objective: The aide will be able to assist in instruction by playing simple melodies on a piano, bells, and recorder and be able to chord and accompany a singing group on an autoharp and a ukeleli.

Learning Experience: (Bells and Rhythm Instruments)

1. Introduce the instrument and its part.
2. Introduce notes, sharps, flats, and other musical notations.

3. Demonstrate and practice the techniques of striking the bells.
4. Have the aides play different notes at random.
5. Give the aides a music book.
6. Introduce time signature and rhythm.
7. Demonstrate and practice rhythm on several rhythm instruments.
8. Have the aides clap different rhythms.
9. Have the aides practice accompanying several songs.
10. Assign the aides to supervise a rhythm experience in the classroom.
11. Have aides practice making musical notation on staff paper.

(Autoharp and Ukeleli)

1. Introduce the aide to the instrument and its parts.
2. Have the aides practice the "strumming" technique.
3. Have the aides locate various chords, and play.
4. Divide the aides into groups. Assign each group a specific chord. Have each group play their particular chord as it appears in the song.
5. Have the aides vocally say "strum" instead of playing chords, as the consultant sings through the song.
6. Have the aides play the different chords as the consultant sings the song.
7. Have the aides practice accompanying several songs.

VII. Unit on Handwriting

Concept: The teacher aide must be skilled in using manuscript and cursive writing forms in the preparation of instructional materials which are neat and attractive.

Behavioral Objective: The teacher aide will be able to write on the chalkboard and make charts and posters which are neat and attractive, the letters well formed and written in the Zaner-Bloser style.

Learning Experience:

1. Distribute copies of the district guides for manuscript and cursive writing.
2. Discuss and practice proper posture, paper position and pencil position.
3. Demonstrate and practice writing individual letters. Have the consultant circulate and check ( ) letters of each aide that are improperly made.
4. Show transparencies of sample work and evaluate the writing.
5. Have aides practice writing on the board.
6. Have aides practice writing on chart paper of different sizes.
7. Have aides practice appropriate placement of information on charts according to the amount of material.
8. Show how to correct a mistake on chart paper.
9. Demonstrate and practice how to erase the board cleanly.
10. Demonstrate and practice writing numerals.
11. Conduct a general review of punctuation and letter format.
12. Demonstrate proper techniques for using the felt tip pen.

TOOELE COUNTY SCHOOL DISTRICT
66 West Vine Street
Tooele, Utah 84074

TEACHER-AIDE WORKSHOP

A Progress Report
Submitted to

Utah State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Funded Under a Grant
from

Education Professions Development Act
(Part B, Subpart 2, Title V Higher Education Act 1965)

James R. Gowans, Principal
East Elementary School

TOOELE COUNTY SCHOOL DISTRICT
TEACHER-AIDE WORKSHOP
EVALUATION REPORT

A. CITY CHARACTERISTICS:

Tooele County is a large sprawling county made up of several small communities, and one fairly large city. The main industry in the county is the federal government which has three large depots and a couple of small bases. This is also the main occupation for most families. Other industries are smelting, mining and agriculture. Tooele County has very few dilapidated housing areas and very few families on welfare. The county average is only about 2 percent. Tooele County is represented by most ethnic groups, with the Caucasian being the majority. However, there is a large Spanish-American group, which also presents a linguistic problem to the school district because of the Spanish speaking families. The project that was set up as a teacher-aide workshop drew quite a bit of interest and could be expanded quite a bit in the future. There were many interested applicants.

B. SCHOOL CHARACTERISTICS:

The Tooele School District has a teacher-pupil ratio of about 28 to 1, figuring both elementary and secondary schools. The students are heterogeneously grouped with strong emphasis on continuous progress education and individualized instruction, especially in the elementary schools. Most of the buildings are in good condition and range from fifty years old to three years old.

The only other specially funded program operating in the district prior to this program was participation in a five-district project funded

by Title III E.S.E.A. There have been no special-funded programs for recruitment and preparation of teachers prior to this one.

Achievement tests are given every year to grades 3-6-8-10. These tests are usually administered by teachers with some assistance from the counselors in the schools.

The teacher-aide workshop was well received by the various schools. There are many who are using aides in their programs and are looking forward to more help in the training of aides.

C. PERSONNEL CHARACTERISTICS:

There are 250 teachers in the district at the present time. Of this number there are only two without certification. The average age of these teachers is between 35 and 40 years and the average experience of the teachers is about seven years.

Many ethnic groups are represented in the teacher group. The ratio of male and female teachers is about even, however, the male teachers predominate in secondary schools. There are very few male teachers in the elementary grades.

D. PERSONNEL -- INSTRUCTIONAL AND NON-INSTRUCTIONAL:

The project in Tooele School District was to train teachers' aides for use in the schools. The emphasis was put mainly on instructional and clerical aides.

Regular staff members in the schools were assigned to the program as instructors and resource people. They spent their time orienting the trainees in various phases of the program. We did not employ any new staff people for the program.

There were no consultants hired for the program. However, Mr. Rowe Harrison, the Media Coordinator from East Elementary School served as the

consultant for the entire program which ran for two weeks. Classroom teachers from various schools served as instructors for periods of two days at a time in assisting the trainees.

During the two-week workshop participants were made aware of the needs of the district as far as aides were concerned. They were orientated as to the educational philosophy of the district and how the district looked at children. They were made aware of the special needs of students and what was expected of them as workers in the school. As was mentioned earlier the program operated for two weeks with the main part of it being in actual instructional sessions. However, each aide was assigned to a school for two days of on-the-job training.

E. ACTUAL CLASSROOM SITUATIONS:

The workshop was held at East Elementary School in Tooele City. It is a new open-space type of a structure.

All of the participants did have an opportunity to work in actual classroom situations. The most noteworthy features of the physical arrangements was that students had a chance to work in all types of situations, in both new modern buildings and more traditional buildings. From the workshop there are seven aides currently employed in the district.

F. METHODOLOGY USED:

The methodology used in the workshop was that of individualized instruction. Each participant was given opportunity to work in all of the areas. They could form small groups or work as individuals. The program was set up in phases and the participants could select the phases as they felt they were ready.

Each day there was a critique held for participants to be able to ask questions and present problems that had arisen.

G. INSTRUCTIONAL MEDIA:

There is a scrapbook that has been prepared in the program that accompanies this paper. It explains the different types of equipment that have been used in the program.

H. EVALUATION:

1. The program was organized to train aides in ways in which they could assist the classroom teachers. The content was geared to show ways of instruction, uses and needs of equipment, how to operate it, and what is needed in classrooms.

2. The participants were selected from names of people requesting employment in the school system. The participants were then selected as to the criteria stated in the State School Office guide for teacher aides.

3. Their goals were:

    1. To make aides familiar with school curriculum and materials.
    2. Acquaint aides with business procedures of schools.
    3. Become familiar with library books and processing techniques.
    4. Use of audio-visual equipment and how to operate.
    5. Graphic production.
    6. Designing bulletin boards.
    7. Handling and storing school supplies.

4. There were no testing procedures as such. Participants were given a chance to demonstrate their knowledge of the workshop content, then they were given areas in which to work to meet their needs as individuals.

5. There were no grading procedures. However, participants were set up in categories as to whether they were classified as instructional aides or clerical aides.

6. Everyone seemed to think that the organization of the workshop was very good. They did think, however, that it should be longer and more thorough. Participants felt like they should have more time to work in the various areas.

7. The district administrative staff has been very satisfied with the aides who were employed in the district as a result of the workshop. There is much interest as to follow up and addtional workshops of this kind.

8. The effect on pupils cannot be calculated at this point, but it is believed that by freeing teachers to spend more time with children, to make smaller pupil-teacher ratios and to be able to offer children more alternatives, with better qualified instructors would pay dividents in terms of student growth.

9. Our workshop was good, but it could be improved in many ways. In many ways there was too much haste with our plans and our actions. We should have planned more and better follow-ups to go along with our initial workshop. Our plans are now to initiate more follow up with the participants of our first workshop and to also plan another short-term workshop for people who have applied and are interested in becoming teacher aides in the district.

10. The processes of evaluation that were used were good; but we need to find ways to measure the output of our aide program.

DISTRICT PERSONNEL

Principal James R. Gowans	East Elementary School	Tooele, Utah
Principal Bernette Baldwin	Central School	Tooele, Utah
Principal Don Lindsay	Harris Elementary	Tooele, Utah
Principal Rex Shepard	West Elementary	Tooele, Utah
Principal Ken Rupp	Dugway Elementary	Dugway, Utah
Virginia Caldwell, Sec.	West Elementary	Tooele, Utah
Norma Jensen, Sec.	Harris Elementary	Tooele, Utah
Deloris Nix, Sec.	Central School	Tooele, Utah
Bessie Eastman, Sec.	East Elementary	Tooele, Utah
Louise Bingham, Sec.	Dugway Elementary	Dugway, Utah
Beth Hepworth	East Elementary	Tooele, Utah
Dorothy Egelund	East Elementary	Tooele, Utah
Illa Bigelow	East Elementary	Tooele, Utah
Lois Bailey	East Elementary	Tooele, Utah
Jessie Power	East Elementary	Tooele, Utah
Lucy Bauer	East Elementary	Tooele, Utah
Kathryn Wilson	East Elementary	Tooele, Utah
Mary Sorensen	East Elementary	Tooele, Utah
Rowe Harrison	East Elementary	Tooele, Utah
Agnes Black	West Elementary	Tooele, Utah

PARTICIPANTS

Colleen England	Tooele, Utah
Joann Carlson	Tooele, Utah
Dorothy McStay	Tooele, Utah
Alice Dale	Tooele, Utah
LaDonna Matekal	Tooele, Utah
Janet Spence	Tooele, Utah
Hazel Downey	Tooele, Utah
Carolyn Dow	Tooele, Utah
Bessie Davis	Tooele, Utah
Gloria Fish	Tooele, Utah
Donna Hamilton	Tooele, Utah
Leona Ryan	Tooele, Utah
Pauline Clayton	Dugway, Utah
Dawn Ferch	Dugway, Utah
Nancy Rogers	Dugway, Utah
Judy Grimshaw	Dugway, Utah
Sharon Winegarden	Dugway, Utah

EIGHT DISTRICT COOPERATIVE PROGRAM
FOR
TRAINING TEACHER AIDES

December 23, 1969

Submitted to

Utah State Board of Education
Division of Teacher Personnel
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

under Part B, Subpart 2,

of the

Educations Professions Development Act
(Title V of the Higher Education Act of 1965)

Submitted by

Dr. Ferrin D. Van Wagoner
Superintendent
Wasatch County School District

Written by

Northeastern Utah Cooperative Educational Service Center

for

1. Daggett County School District
2. Duchesne County School District
3. North Summit School District
4. Park City School District
5. Rich County School District
6. South Summit School District
7. Uintah County School District
8. Wasatch County School District

NARRATIVE REPORT

Phase I of this program consisted of a ten day intensive workshop for teacher aides. Teachers using the aides participated the last two days. A one-day planning session was held about one month prior to the workshop to determine what would be included and how it should be presented.

I. General program overview

A. Planning Stage

On July 15, 1969, a brain storming session was held to determine exactly what should be included in the two week workshop. Dr. A. Reed Morrill from Brigham Young University was hired as an instructional design specialist to conduct this session. Present at this session in addition to Dr. Morrill were the following:

Douglas Merkley - Director of Pupil Personnel - Wasatch School District
Leo Foy - Principal, Duchesne Elementary School - Duchesne School District
Nancy Abraham - Reading Specialist - Uintah School District
Leland Wilde - Principal, Marsac Elementary School - Park City School District
Eileen Bailey - Teacher, South Summit Elementary School - South Summit School District
E. Kent Ellertson - Director N. U. Service Center and Director of E.P.D.A. Project
Joel Sperry - Math-Science Consultant - N. U. Service Center

The following outline originated from this session:

Preliminary Outline - Teacher Aide Workshop

	SUGGESTED METHOD OF TEACHING
I. Relationship of Aides to School Staff	
A. Relationship with the teacher	
1. Teacher understanding purpose of aides	
2. Teacher - aide planning session at end of workshop	1. Situation discussion - Draw people out

3. Aide checks with teacher constantly concerning her service	2. Brief sensitivity training to draw par-
B. Relationship with other staff members	
1. Principal	
2. Other teachers	3. Use aides in math workshop
3. Participation in faculty meeting	
C. District and school policies	
1. Sick leave	
2. Absentee policy for aides	
3. Others	
II. Code of Ethics	
A. Loyalty to teacher	1. Role playing
1. Do not tell tales out of school	
2. Do not make evaluations of school	2. Discussion - teacher aide panel
3. Do not evaluate student progress to parents	
4. Do not steal allegiance of students from teacher	
B. Loyalty to school	
1. Work for the common cause of students	
III. Philosophy	
A. Goals of education	1. Discussion led by a superintendent
B. Child centered philosophy	
IV. Human Relation Skills	
A. Child development	1. Films on child development

1. What to expect of different age groups

2. Discussion

B. Forms of discipline

1. Limitations

2. Methods

3. Role playing

C. Effect of positive attitude

D. Use Madeline Hunter's and Ginot's booklets

E. Sense of humor

F. Peer group

G. Over reaction

H. Relationship with students

V. Clerical Skills

A. Operating and maintaining equipment

1. Kinds

a. Projectors

b. Duplicators

c. Copy machines

2. Actual experience sessions

1. Demonstration followed with "hands on" experience

2. Treasure Hunt through the library

B. Roll book

C. Records

1. Permanent

2. I.B.M.

3. Set up file systems

D. Laminating - dry mounting

E. Housekeeping

F. Collection of money

G. Cataloging

VI.	Responsibilities and Limitations	
	A. Authority delegated	1. Lecture
	B. Effect of tort liability	2. Discussion
	1. Discipline	
	2. First aid	
	C. Teacher determined	
	D. School laws affecting aides	
	E. School and district policies	
	F. Types of tasks for which aides qualify	
	G. Playground - hall - lunchroom supervision	
	H. First aid	
VII.	Advancement Possibilities	1. Lecture
		2. Literature handout
VIII.	Teacher Training	
	A. How aides can be used	1. Discussion
	B. Orientation procedure	2. Handouts
	C. Let students know the place of the aide	3. Teacher and aide planning session
	D. Loyalty to aide	
IX.	Instruction	
	A. Instructional file	1. Lecture
	B. Methods and procedures	2. Discussion
	1. Things you might do if you are listening to a child read	3. Practicum in math workshop
	2. Things you might do in helping in mathematics	

3. Tutor skills
4. How to question
5. Speaking on level of students
6. Not too critical of mistakes
7. Aides accepting of themselves when making mistakes

B. Instructional Stage

This stage consisted of a two week workshop starting on August 11, 1969, and continuing until August 22, 1969. Jay Donnaldson, a student just finishing his Ph.D. at Brigham Young University, was employed to condust the workshop. Using the output of the brain storming session, the schedule shown in Appendix A. was devised and followed.

Behavioral objectives were written for most sessions o the workshop. These appear in Appendix B. Although instruction was designed to meet these objectives, and an instrument was devised (see Appendix C) to evaluate the degree of attainment, a failure on the part of the individual conducting the workshop to administer the instrument resulted in no specific evaluation of these objectives. However, a workshop survey was completed by each participating aide at the first, and at the end of the workshop. These surveys were evaluated with a computer at Brigham Young University. A copy of the survey is shown in Appendix D and results of that evaluation are shown in Appendix E.

C. Area Characteristics

There were seven rural school districts involved in the program. These were: Daggett, Duchesne, North Summit, Park City, Rich, South Summit and Wasatch. Uintah School District was included in the proposal, however, they failed to send any participants and their quota was divided among the other districts. Schools in these districts range from small

elementary schools of about fifty students to high schools of about 600.

The percentage of deteriorating housing in the area would be less than 25%.

Unemployment rate is low in the summer and comparatively high in the winter when farming and construction jobs cease.

The literacy rate in the area is high--probably more than 95%. School drop-out rate is relatively lower than in the larger cities and the delinquency rate is likewise.

Most schools in the area are a considerable distance from population centers. Consequently, it is difficult to obtain and hold good teachers. Teacher turnover averages about 24% compared with the state average of about 11.37%. One solution seems to be for districts to train people from their locality. The teacher aide program has helped to do this and it appears that some of the participants in the workshop will evantually become certificated teachers.

The per-student costs in the seven districts varies from a low of $489.00 to a high of $1177.00.

The only special ethnic group in the area is the Ute Indian Tribe in the Uintah Basin; consequently, there exists a linguistic problem in this area. Indian education is substandard and some solutions need to be found.

D. School Characteristics

The kinds of schools in which these aides will be working will vary extensively. Perhaps, the main characteristic which they have in common is that they are all rural schools. As previously mentioned, school size varies from about 50 students in some small elementary schools to about 600 students in some of the high schools. Some of the facilities are old and outdated, but many are new and modern.

The average teacher-pupil ratio in the seven districts is about 1 to 24.5; however, this also will vary. Some of the schools in the smaller communities are considered special schools on the state funding formula and teacher ratio in these schools may be as low as 1 to 10.

Students throughout the seven districts are grouped in many ways. Some schools have "ability grouping" in one or more areas of the curriculum. Most of the elementary schools are involved in individualized mathematics programs where each student is allowed to progress at his own rate. Many of the aides who are trained will be used to facilitate the success of these individualized programs.

There are several other specially funded programs going on in the participating school districts. All the districts are a part of the N. U. Service Center which is a regional educational service center funded with Title III E.S.E.A. funds and with State funds. The E.P.D.A. project was written and carried out through this center. A language arts specialist and a math-science specialist are employed at this center to work with personnel in the schools of the participating districts. These individuals are available on a request basis. All districts are also involved in Title I funding.

Achievement tests are administered in each of the involved districts; however, the frequency and grade level which these tests are administered varies so much from one district to another that no general conclusion can be drawn. These tests are usually administered by counselors in schools where counselors exist and by teachers in most of the other schools.

School reaction to the project seems to be very favorable.

E. Personnel Characteristics -- Aides

Most of the aides involved had had one or more years experience in

the schools working as teacher aides. An exact breakdown of teaching experience is shown in Appendix E. All aides were white Americans and no special ethnic groups or aptitudes were represented. Other special characteristics of the participants are also shown in Appendix E.

F. Personnel -- Instructional and Non-Instructional

Regular staff members of the N. U. Service Center were used in the program when needed. The director of the center was involved in writing, planning, and executing the program. The consultants of the Service Center were used to teach tutorial skills, and other non-paid district and state personnel were used where their special skills were adaptable. A list of all the non-paid individuals and their responsibilities follows:

Name	Position	Teaching Responsibility	Approx. Time
E. Kent Ellertson	Director, N. U. Service Center	Planning, writing & general supervision	10 days
Keith Rogers	Language Arts Consultant - Center	Tutorial Skills in Language Arts	3 hours
Joel Sperry	Math-Science Specialist Service Center	Tutorial Skills in Mathematics	2 hours
Clarice McDonald	Secretary, Service Center	Use of Ditto Machine	3 hours
Betty Gay Bethers	Secretary, Service Center	Use of Thermal Copier	3 hours
Dr. Ferrin Van Wagoner	Superintendent, Wasatch	Philosophy of Education - Personal Development & Self-fullfillment School Laws	4 hours
Dennis Nelson	Superintendent, Park City	Ethical Considerations	2 hours
Elvin Giles	Principal, Central, Wasatch	Supervision of Students	1 hour
Clyde Muir	Librarian, Wasatch High	Library Services	2 hours
Laberta Wadley	Secretary, Tabiona High	Making monthly attendance reports	1/2 hour
Douglas Merkley	Pupil Personnel Director, Wasatch	Group leader in role playing & discussion groups	4 hours

Robert L. Leake	State Specialist of Health and Physical Education	Supervision of playgrounds	2 hours

The following people were hired as consultants:

Name	Position	Responsibility	Approx. Time
Dr. A. Reed Morrill	Professor, BYU	Planning in one-day brain storming session	1 day
Jay Donnaldson	Ph.D. candidate - BYU	Conducting workshop General instructor in workshop	11 days
Max Cooley	Media Specialist	Audio-visual instruct.	1-1/2 days

No in-service training was provided prior to the program; however, a description of the program was sent to all participants prior to the workshop.

The effectiveness of the program is not being studies with control groups but is being monitored by observation in the schools.

G. Actual Classroom Situations

The first week of the workshop coincided with the last week of a Mathematics Workshop that was being conducted by the N. U. Service Center. Thirty teachers from ten districts were involved in the Math Workshop. These teachers had a one-period daily practicum with elementary students from Wasatch School District. A team of three teachers worked for one hour each day with a group of approximately 20 students. The teacher aides were assigned to one of ten student groups and observed and acted as aides to the mathematics teachers in the daily practicum.

The teacher aide workshop was held at Central Elementary School in Wasatch School District. This was the same school in which the math workshop mentioned above was held. Most of the workshop time was located in the multipurpose room of the school with some time spent in individual classrooms during the practicum. Only people involved in the workshop were present.

Of the 28 participants in the workshop, 26 of them are currently employed. Twelve of them are working half-time and 14 are working full-time.

H. Methodology Used

An extensive effort was made to involve the participants in the workshop. By observing the schedule in Appendix A, one can see that sessions were scheduled for role playing, group discussions, t-group sessions, and various other activities designed for involvement. The audio-visual sessions were all "hands-on" sessions where demonstrations were given and the participants were then required to work with the equipment.

There was consistent opportunity for participants to feed into the program. This feedback was finalized in the final survey that was completed at the end of the workshop.

I. Instructional Media

The participants were required to do all the tasks stated in the behavioral objectives shown under audio-visual in Appendix B. The overhead projector probably enhanced the program most since all aides were required to be able to make transparencies and use it, and much of the instruction given in the workshop was given with the aid of it.

We would like to continue the program with in-service education to these same aides. Some of the individuals need motivation to continue their education. We are confident that some of them will continue on to certification.

If the program were repeated, we would want to have more behavioral objectives stated in exact terms with a greater emphasis on the effective domain; we would certainly want an accurate evaluation of those objectives. A program during the regular school year so that aides could work with students while training would also be desirable.

The names of participants and the communities where they live are listed in Appendix F.

J. Evaluation

The organization of the workshop was well planned and in most cases, functioned as planned. One exception to this was the failure to obtain district policies concerning aides. Many districts did not have written policies and aides were unable to determine their standing in relation to existing policies. There was also some difficulty in getting the school personnel who would be using the aides to attend the last two days.

Another exception was failure to use the evaluative instrument (Appendix C) as described.

As previously stated, the content of the workshop was planned by district personnel involved with using aides and from questionnaires sent to the superintendents; consequently, the workshop seemed to meet the needs of the aides.

Selection of the participants was made by the district staff. The selection seems to have been satisfactory since most of the aides are now working in the schools and the school personnel are pleased with their work.

The pre-test and the post-test were actually surveys. As previously stated, the results are shown in Appendix E. No marks were given.

The attitudes of the participants were favorable and many of them expressed their pleasure with the workshop. All seemed to be interested and the desire to learn was high.

The teachers who were involved the last two days also exhibited an interest and participated well in the workshop. The success of planning with their aides was somewhat less than had been anticipated. This was due to the fact that some of the teachers that should have attended were not there.

The affects on pupils are very difficult to ascertain since so many other variables are present. No attempt was made to have a control group or to compare achievement of students having aides in the classroom with the achievement of students in classrooms where aides were not used.

Phase II of the program will now follow-up by providing more in-depth instruction to the aides. The needs of the aides will be surveyed and an attempt will be made to meet these needs.

Two methods of evaluation were planned as mentioned earlier. The evaluation concerning the meeting of behavorial objectives did not operate as planned and little evaluation resulted. The survey evaluation, on the other hand, was well done and the results are shown in Appendix E.

Final Statement

Overall, the workshop was very successful with the many fine activities completely over-shadowing the few activities that failed to produce as planned.

AUGUST 11 Monday	AUGUST 12 Tuesday	AUGUST 13 Wednesday	AUGUST 14 Thursday
8:30 - 10:00 Orientation Session a. Introduction to personel and facilities E. Kent Ellertson b. Overview of workshop activities and sessions Jay Donnaldson 10:00 - 10:20 Break 10:20 - 11:05 a. Guidelines to Teacher Aide roles and duties Jay Donnaldson b. Relationships with teachers and other personnel Jay Donnaldson 11:15 - 12:00 Round table of experienced aides on their role Jay Donnaldson - Wasatch Aides	8:30 - 8:50 Split Group Demonstration Ditto Machine - Clarice Thermofax - Betty Gay Book Copier - Kent 9:00 - 10:00 Observation of math class 10:00 - 10:15 Break 10:15 - 11:00 Practice on duplicating machines Office staff 11:00 - 12:00 Philosophy of Education Supt. Van Wagoner	8:30 - 8:50 Supervision of students Monitoring halls, lunchrooms, etc. Elvin Giles 9:00 - 10:00 Observation of math class 10:00 - 10:10 Break 10:10 - 11:00 Library Services Clyde Muir 11:00 - 12:00 Contemporary influences on education Jay Donnaldson	8:30 - 8:50 Making monthly attendance reports Laberta Wadley 9:00 - 10:00 Observation of math workshop 10:00 - 10:10 Break 10:10 - 11:10 Learning Jay Donnaldson 11:10 - 12:00 Human Growth and Development Jay Donnaldson
12:00 - 1:00 Lunch	Lunch	Lunch	Lunch
1:00 - 2:10 Completing workshop survey form Jay Donnaldson 2:10 - 2:20 Break 2:20 - 3:30 Motivation Jay Donnaldson	1:00 - 1:40 Ethical Considerations a. Confidentiality b. Respecting co-workers and students c. Loyalties to school and its purpose Supt. Nelson 1:40 - 2:30 Role Playing - Ethical Situation Jay Donnaldson 2:30 - 3:30 Lab work with math project	1:00 - 2:00 Buz Sessions - Answering teacher aides questions - challenging others Jay Donnaldson 2:00 - 3:00 Equipment practice - copiers and duplicators - work for math class 3:00 - 4:00 Lab with math project	1:00 - 1:40 Buz Groups - Discussing workshop - responding to questions Jay Donnaldson Doug Merkley 1:40 - 2:30 Role playing situations with teacher and other school personnel 2:30 - 3:30 Lab work with math project

AUGUST 15 Friday	AUGUST 18 Monday	AUGUST 19 Tuesday
8:30 - 8:50 Difficulties associated with physical problems and physical deviancy 9:00 - 10:00 Math workshop 10:10 - 12:00 Human Growth and Development Film on human growth and development Mental Processes	8:30 - 10:00 School Law a. Sources of authority b. Pertinent areas (tax, contract, rights, liabilities) Supt. Van Wagoner 10:00 - 10:10 Break 10:10 - 12:00 Audio Visual Demonstrations Making transparencies for the over-head projector	8:30 - 9:30 Tutorial Skills - Language Arts Keith Rogers 9:30 - 10:30 Audio Visual Skills - Use of motion picture projector Max Cooley 10:30 - 10:40 Break 10:40 - 12:00 Audio Visual Max Cooley
12:00 - 1:00 Lunch	Lunch	Lunch
1:00 - 1:30 Intelligence (t[illegible]t - Heredity) Jay Donnaldson 1:30 - 3:30 Supervision of Playgrounds Necessary First Aid Bob Lake	1:00 - 2:00 Inter-personal Relationships Sensitivity (self-acceptance) Jay Donnaldson Kent Ellertson 2:00 - 3:30 Audio Visual - Dry mounting of pictures Max Cooley	1:00 - 2:00 Inter-personal Relationships Sensitivity (co-workers) Jay Donnaldson Kent Ellertson Doug Merkley 2:00 - 3:30 Audio Visual Lab

AUGUST 20 Wednesday	AUGUST 21 Thursday	AUGUST 22 Friday
8:30 - 9:30 Tutorial Skills - Language Arts Keith Rogers 9:30 - 9:45 Break 9:45 - 10:50 Tutorial Skills in Math Joel Sperry 10:50 - 11:00 Break 11:00 - 12:00 Review - Workshop Activities	8:30 - 9:00 Welcome to teachers Definition of Aides and limitations 9:00 - 10:00 Forward look at education a. Innovations b. Behavorial objectives 10:00 - 10:10 Break 10:10 - 12:00 Panel Teachers, Teacher Aides, Principals a. Role of Aides b. Teacher use of Aides c. Principal use of Aides	8:30 - 10:00 Factors affecting the learner a. Self perception b. Motivation c. Learning principles 10:10 - 12:00 Planning for coming school year Teachers with Aides Practice on equipment Extra Aides
12:00 - 1:00 Lunch	Lunch	Lunch
1:00 - 2:50 Inter-personal Relationships Sensitivities - Discussion (students and children) Jay Donnaldson Kent Ellertson Doug Merkley 2:50 - 3:00 Break 3:00 - 3:30 Review	1:00 - 2:00 Discussion - Divide into groups by districts and discuss district policies a. Insurance b. Supervision of students c. Travel and field trips d. Use of Teacher Aides e. Other 2:00 - 2:10 Break 2:10 - 3:30 Aides complete evaluation (aides) 2:10 - 3:30 Overview of workshop (teachers)	1:00 - 2:00 Personal Development Self Fulfillment Supt. Van Wagoner 2:00 - 3:30 Evaluation - Behavorial Objectives Teacher Aides and Teachers

APPENDIX B - OBJECTIVES

MOTIVES

1. Each aide will be able to write a statement about the importance of confidentiality concerning students with whom she works.
2. Each aide will be able to discuss the importance of being loyal to the school and its purposes.
3. Each aide will be able to discuss her responsibilities when monitoring halls and lunchrooms.
4. Given a subject, teacher aides will be able to describe how to find reference material in the library concerning that subject.

LEGAL

5. Each aide will be able to state her legal responsibility concerning liability for her own torts.
6. Each aide shall write a statement as to whether she is covered by tort liability insurance for her torts.
7. Each aide will be able to tell where her authority in the school originates.

TUTORIAL SKILLS (Math)

8. Each aide will be able to state the difference between traditional and modern mathematics.
9. Each aide will be able to state at least one advantage of the discovery method of learning.

(Language Arts)

10. Each aide will be able to give at least three examples of teaching practices wherein the attitude of the student is directly influenced by the procedures of the teachers.
11. Each aide will be able to explain at least two new ideas concerning the content of the English curriculum.

12. Each aide will give at least three specific techniques for positive reinforcement of reading skills.

13. Each aide will be able to list at least four of the important considerations for a good reading program.

INNOVATIONS

14. Each aide will be able to describe at least two innovative programs which are being incorporated into the schools.

15. Each aide will be able to identify behavioral objectives according to the criteria of Mager.

USE OF AIDES

16. Each aide will be able to list at least ten tasks which she can do to help the teachers in her school.

17. Each aide will be able to state the limits of what she can do in the school according to the criteria established in the state handbook on teachers aides.

18. Each aide will be able to state at least three factors that affect students' learning.

19. At least 50% of the aides will plan with their associated teacher for next year's program.

AUDIO VISUAL

20. Each aide will be able to make a thermal transparency to be used on the overhead projector. This transparency will use color and will be capable of being read or seen clearly from at least 20 ft.

21. Each aide will be able to make a transparency negative that shows white or color on a black background. It will be capable of being seen clearly from at least 20 ft.

22. Each aide will be able to describe at least three types of transparencies.
23. Given a transparency and an overhead projector, each aide will be able to use the transparency on the screen and clearly focus it to be read from 20 ft.
24. Each aide will be able to describe how the switch on the overhead projector is used to direct attention from the screen to the speaker.
25. Each aide will be able to distinguish between sound and silent film.
26. Each aide will be able to identify and/or point out the sound track, sprocket holes, and individual frame on a motion picture film.
27. Each aide will be able to identify the threading diagram on the various motion picture projectors.
28. Each aide will be able to set up and by following the threading diagram, properly thread the projector and run the film without film damage.
29. Each aide will be able to distinguish between or name the various projectors (motion picture, overhead, opaque, filmstrip, and slide).
30. Each aide will be able to set up and thread a filmstrip projector to get an acceptable picture.
31. Each aide will be able to set up an opaque projector to get an acceptable picture.
32. Each aide will be able to set up the record player and obtain acceptable sound.
33. Each aide will be able to demonstrate the proper way to hold and clean a record.
34. Each aide will be able to make an acceptable free hand splice on recording tape that will run through the recorder.
35. Each aide will be able to set up and thread the tape recorder and produce an acceptable recording using the microphone, rewind the tape and play the recording back.
36. Each aide will be able to use one of the projection machines to make an enlarged drawing.

37. Each aide will be able to mount a picture using dry mounting tissue such that the picture is securely mounted, evenly trimmed and generally free of bubbles.

38. Each aide will be able to use thermal copy equipment to produce a readable copy of typed or printed material.

39. Each aide will be able to use thermal copy equipment to produce a thermal duplicator master.

40. Teacher aides will be able to operate a spirit duplicator.

OBJECTIVES -- TEACHERS IN TEACHER AIDE WORKSHOP

1. Each teacher will be able to list at least ten tasks that a teacher's aide could help with in his or her classroom.

2. Each teacher will be able to state the limits of what a teacher aide can do in the classroom according to the criteria established in the Utah State Board publication: Aides for Utah Schools.

3. Each teacher will make plans with his or her aide for the coming school year.

4. Given ten objectives, the teacher will be able to identify those that are behavioral according to the tape and filmstrip: "Educational Objectives".

APPENDIX C

Name _____

TEACHER AIDE WORKSHOP

Evaluation Behavioral Objectives
(Teacher Aides)

Instructions - Written Portion

Please complete the following evaluation as directed in the question. This is for evaluation of the workshop only. Please do your best.

1. Write a short statement explaining the importance confidentiality concerning the students you will work with.

2. Discuss the importance of being loyal to the school and its purpose.

3. Describe how you would find reference material in the library about the Civil War.

4. State what your legal responsibility is concerning liability for your own torts.

5. While working in the school, you will be given authority to do certain things. From whom will you receive this authority? Circle one:

   a. the principal b. teacher c. superintendent d. yourself

6. Make a statement explaining the difference between traditional and modern mathematics.

7. State one advantage of the discovery method of learning.

8. Give at least three examples of teaching practices wherein the attitude of the student is directly influenced by the procedures of the teacher.

   1.
   2.
   3.

9. Explain at least two new ideas concerning the content of the English curriculum.

   1.

   2.

10. Give at least three specific techniques for positive reinforcement of reading skills.

1.

2.

3.

11. List at least four of the important considerations for a good reading program.

1.

2.

3.

4.

12. List at least ten tasks which you can do to help the teacher or principal that you work with.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

13. Mark whether you will be a clerical aide or an instructional aide and state the limits of what you can do in the school according to the criteria established in the Utah State Board Publication: Aides for Utah Schools.

___clerical aide ___instructional aide

14. State at least three factors that affect students' learning.

1.
2.
3.

15. Did you plan with your teacher or principal for next year in this workshop?

Yes ____ No ____

16. Describe at least three types of transparencies for use on the overhead projector. You do not need to name them - only describe them.

1.
2.
3.

17. Tell how the switch on an overhead projector is used to direct attention from the screen to the speaker.

Instructions - Skill Portion

Have your teacher who is with you in this workshop check to see if you can do the following. The teacher should mark one of the three boxes on each skill. If you find a machine used, go to the next skill and come back later.

18. Using view fax 830 negative transparency material, make a transparency for the overhead projector.

☐ Aide did ☐ Aide could not do ☐ Aide could not get to use equip.

19. Using the transparency produced above, project it on the screen - focus it so that it can be read at 20 ft. and move the image up and down on the screen.

☐ Aide did ☐ Aide could not do ☐ Aide could not get to use equip.

20. Set up the opaque projector and obtain a picture that can be read at 20 ft.

☐ Aide did ☐ Aide could not do ☐ Aide could not get to use equip.

21. Using the practice film, set up a 16 mm projector and following the diagram thread the projector.

☐ Aide did ☐ Aide could not do ☐ Aide could not get to use equip.

22. Set up a filmstrip projector, thread it, and produce a picture.

☐ Aide did ☐ Aide could not do ☐ Aide could not get to use equip.

EVALUATION - TEACHERS

Directions

Do the following as indicated in the items below.

1. List at least ten tasks that a teacher's aide can help you with in your class or school.

2. State the limits of what a teacher aide can do in the classroom according to the criteria established in the Utah State Board Publication: Aides for Utah Schools.

APPENDIX D.
TEACHER AIDE SURVEY FORM
(For a Title V, EPDA Project)

Name_____ Date_____

District_____ School_____

INSTRUCTIONS: The following questions are designed to determine your acquaintance with the duties, responsibilities and skills of teacher aides. Also your knowledge of school policies, philosophy, understanding of human relations, student growth and other pertinent areas is inventoried.

Please complete this survey form as honestly and objectively as you can based on your present status, knowledge or skill. The data obtained will not influence your employment but will be used to identify areas of strength and weakness for workshop purpose.

Please encircle one category for each item and briefly explain significant concepts, skills, or competencies. If unfamiliar, uninformed or inexperienced do not be concerned, leave the explanation portion blank.

---

1. What kind of services can teacher aides perform?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

2. What are some of the major roles of teacher aides?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

3. What are some of the significant factors to be considered in teacher aides working with teachers and administrators?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

4. What are some of the historical events that have influenced our schools today?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation _____

_____

_____

5. What are some of the major philosophical ideas that have influenced curriculum and school practices?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation _____

_____

_____

6. How does physical growth and development influence student performance?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

7. What factor influences the intellectual capacity and functioning of the individual?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

8. How do social influences affect a student's acceptance and performance?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

9. Why is a person's self-concept so important from an educational point of view?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

10. What are some of the fundamental needs (drives) of all people?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation _____

_____

_____

11. What events and developments in recent years have significantly influenced the curriculum in schools?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation _____

_____

_____

12. What are some of the important issues in the heredity (genetic) environmental controversy?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation _____

_____

_____

13. What factors are limitations on the use of teacher aides?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

14. What are some of the major ethical considerations for teachers and teacher aides?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

15. What are some of the important considerations in building positive relationships with students?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

16. What are some of the major considerations in effective tutoring of students?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

17. What kind of clerical activities do teacher aides perform?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

18. How can teacher aides contribute to school and community relations?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

19. What machines and equipment may teacher aides be asked to operate?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

20. What are some of the more common copying or duplicating processes and equipment used by schools?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

21. What are some of the major findings from research studies on learning?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

22. How does student motivation influence school performance?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

23. What does the term diagnosis mean in educational settings?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

24. What are different methods of evaluating student performance?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

25. Why are generalization and transference such important educational goals?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation _____

_____

_____

26. What is meant by school or district policies?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

27. Who makes school and district policies?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

28. What are some of the employment benefits of teacher aides?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation _____

_____

_____

29. From what sources do schools obtain their legal authority?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

30. What legal authority do the schools have?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

31. What is meant by tort liability?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

32. Who can be charged with tort liability or slander?

no knowledge | slight knowledge | moderate knowledge | reasonable knowledge | very good knowledge

Explanation_____

_____

_____

33. What kind of student supervision or monitoring activities are performed by teacher aides?

uninformed | slightly informed | moderately informed | reasonably informed | well informed

Explanation_____

_____

_____

34. What are some of the important considerations in making a bulletin board presentation?

uninformed	slightly informed	moderately informed	reasonably informed	well informed

Explanation _____

_____

_____

35. Do you know how to operate movie projectors, slide projectors, overhead projectors, and tape recorders?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

36. Do you know how to make transparencies and overlays?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

37. Do you know how to prepare ditto, stencil, and multilith masters?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

38. Do you know how to make dry mounts?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

39. Are you familiar with the maintenance of basic school records?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

40. Are you acquainted with library records?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

41. Are you familiar with inventory controls for books and supplies?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

42. Are you acquainted with correcting tests and test analysis?

not experienced	slightly experienced	moderately experienced	competently experienced	very experienced

APPENDIX E
EVALUATION - PRE & POST TEACHER AIDE SURVEY

Twenty-eight teacher aides participated in the Teacher Aide Workshop. This evaluation was done on only 27 of them since one aide was absent on the day the post-survey was administered.

There were 42 survey questions asked. The same questions were asked on both the pre- and post-survey. Each question was rated using the following scale:

1. uninformed
2. slightly informed
3. moderately informed
4. reasonably informed
5. well informed

The computer obtained the mean score for the group on each survey question and calculated if the observed difference was significant. The computer also compared the level of knowledge with the years of experience the teacher aides had as aides.

In addition to the 42 survey items, three other variables were compared. These are shown in the following evaluation as items 43, 44, and 45.

Item No. 1 in the following evaluation has been briefly discussed to illustrate and aid in the understanding of the evaluation. The information on items 2-42 is in an abbreviated form. Number one may be used as a guide to understand the information given on the other 41 items.

ITEMS AND ANALYSIS

1. <u>What kind of services can teacher aides perform?</u>

The mean for the pre-test was 3.370 with a standard deviation of 1/043 while the mean of the post-test was 4.778 with a standard deviation of 0.506. The observed difference was significant at the .001 level. This indicates that the aides had averaged a gain of 1.48 on the five point scale concerning their understanding of the services a teacher aide could perform.

2. What are some of the major roles of teacher aides?

Pre-test	Mean 3.333	Standard deviation 1.038
Post-test	Mean 4.630	Standard deviation 0.629
Observed difference 1.297		Significant at .001 level

3. What are some of the significant factors to be considered in teacher aides working with teachers and administrators?

Pre-test	Mean 3.037	Standard deviation 0.980
Post-test	Mean 4.296	Standard deviation 0.609
Observed difference 1.259		Significant at .001 level

4. What are some of the historical events that have influenced our schools today?

Pre-test	Mean 2.667	Standard deviation 1.074
Post-test	Mean 3.852	Standard deviation 0.818
Observed difference 1.185		Significant at .001 level

5. What are some of the major philosophical ideas that have influenced curriculum and school practices?

Pre-test	Mean 1.704	Standard deviation 0.724
Post-test	Mean 3.667	Standard deviation 1.000
Observed difference 1.963		Significant at .001 level

6. How does physical growth and development influence student performance?

Pre-test	Mean 2.667	Standard deviation 0.832
Post-test	Mean 4.111	Standard deviation 0.641
Observed difference 1.444		Significant at .001 level

7. What factors influence the intellectual capacity and functioning of the individual?

Pre-test	Mean 2.593	Standard deviation 0.971
Post-test	Mean 4.000	Standard deviation 0.877
Observed difference 1.407		Significant at .001 level

8. How do social influences affect a student's acceptance and performance?

Pre-test	Mean 2.667	Standard deviation 0.784
Post-test	Mean 4.000	Standard deviation 0.679
Observed difference 1.333		Significant at .001 level

9. Why is a person's self-concept so important from an educational point of view?

Pre-test	Mean 2.556	Standard deviation 0.974
Post-test	Mean 4.000	Standard deviation 0.620
Observed difference 1.444		Significant at .001 level

10. What are some of the fundamental needs (drives) of all people?

Pre-test	Mean 2.926	Standard deviation 0.550
Post-test	Mean 4.296	Standard deviation 0.609
Observed difference 1.370		Significant at .001 level

11. What events and development in recent years have significantly influenced the curriculum in schools?

Pre-test	Mean 2.259	Standard deviation 0.764
Post-test	Mean 4.185	Standard deviation 0.834
Observed difference 1.926		Significant at .001 level

12. What are some of the important issues in the heredity (genetic) environmental controversy?

Pre-test	Mean 2.000	Standard deviation 0.734
Post-test	Mean 3.370	Standard deviation 0.967
Observed difference 1.370		Significant at .001 level

13. What factors are limitations on the use of teacher aides?

Pre-test	Mean 2.852	Standard deviation 0.907
Post-test	Mean 4.148	Standard deviation 0.864
Observed difference 1.296		Significant at .001 level

14. What are some of the major ethical considerations for teachers and teacher aides?

Pre-test	Mean 2.741	Standard deviation 1.023
Post-test	Mean 4.296	Standard deviation 0.724
Observed difference 1.555		Significant at .001 level

15. What are some of the important considerations in building positive relationships with students?

Pre-test	Mean 2.778	Standard deviation 0.801
Post-test	Mean 4.185	Standard deviation 0.736
Observed difference 1.407		Significant at .001 level

16. What are some of the major considerations in effective tutoring of students?

Pre-test	Mean 2.444	Standard Deviation 0.751
Post-test	Mean 4.111	Standard Deviation 0.751
Observed difference 1.667		Significant at .001 level

17. What kind of clerical activities do teacher aides perform?

Pre-test	Mean 3.222	Standard deviation 1.050
Post-test	Mean 4.666	Standard deviation 0.555
Observed difference 1.444		Significant at .001 level

18. How can teacher aides contribute to school and community relationships?

Pre-test	Mean 2.852	Standard deviation 0.770
Post-test	Mean 4.185	Standard deviation 0.736
Observed difference 1.333		Significant at .001 level

19. What machines and equipment may teacher aides be asked to operate?

Pre-test	Mean 3.148	Standard deviation 0.949
Post-test	Mean 4.704	Standard deviation 0.542
Observed difference 1.556		Significant at .001 level

20. What are some of the more common copying or duplicating processes and equipment used by schools?

Pre-test	Mean 2.556	Standard deviation 1.086
Post-test	Mean 4.333	Standard deviation 0.784
Observed difference 1.777		Significant at .001 level

21. What are some of the major findings from research studies on learning?

Pre-test	Mean 1.704	Standard deviation 0.775
Post-test	Mean 3.630	Standard deviation 1.079
Observed difference 1.926		Significant at .001 level

22. How does student motivation influence school performance?

Pre-test	Mean 2.185	Standard deviation 0.786
Post-test	Mean 4.111	Standard deviation 0.801
Observed difference 1.926		Significant at .001 level

23. What does the term diagnosis mean in educational settings?

Pre-test	Mean 1.852	Standard deviation 0.907
Post-test	Mean 4.074	Standard deviation 0.917
Observed difference 2.222		Significant at .001 level

24. What is meant by school or district policies?

Pre-test	Mean 2.185	Standard deviation 0.834
Post-test	Mean 3.926	Standard deviation 0.874
Observed difference 1.741		Significant at .001 level

25. Why are generalization and transference such important educational goals?

Pre-test	Mean 1.296	Standard deviation 0.542
Post-test	Mean 3.815	Standard deviation 0.962
Observed difference 2.519		Significant at .001 level

26. What is meant by school or district policies?

Pre-test	Mean 2.704	Standard deviation 0.724
Post-test	Mean 4.148	Standard deviation 0.818
Observed difference 1.444		Significant at .001 level

27. Who makes school and district policies?

Pre-test	Mean 2.630	Standard deviation 0.742
Post-test	Mean 4.074	Standard deviation 0.917
Observed difference 1.444		Significant at .001 level

28. What are some of the employment benefits of teacher aides?

Pre-test	Mean 1.815	Standard deviation 0.962
Post-test	Mean 3.556	Standard deviation 1.188
Observed difference 1.741		Significant at .001 level

29. From what sources do schools obtain their legal authority?

Pre-test	Mean 1.593	Standard deviation 0.572
Post-test	Mean 3.926	Standard deviation 0.874
Observed difference 2.333		Significant at .001 level

30. What legal authority do the schools have?

Pre-test	Mean 1.444	Standard deviation 0.698
Post-test	Mean 3.444	Standard deviation 0.898
Observed difference 2.000		Significant at .001 level

31. What is meant by tort liability?

Pre-test	Mean 2.037	Standard deviation 0.649
Post-test	Mean 4.037	Standard deviation 0.898
Observed difference 2.000		Significant at .001 level

32. Who can be charged with tort liability or slander?

Pre-test	Mean 1.926	Standard deviation 0.616
Post-test	Mean 3.889	Standard deviation 0.892
Observed difference 1.963		Significant at .001 level

33. What kind of student supervision or monitoring activities are performed by teacher aides?

Pre-test	Mean 2.593	Standard deviation 0.971
Post-test	Mean 4.222	Standard deviation 0.801
Observed difference 1.629		Significant at .001 level

34. What are some of the important considerations in making a bulletin board presentation?

Pre-test	Mean 2.185	Standard deviation 0.962
Post-test	Mean 4.222	Standard deviation 0.801
Observed difference 2.037		Significant at .001 level

35. Do you know how to operate movie projectors, slide projector, overhead projectors and tape recorders?

Pre-test	Mean 2.185	Standard deviation 0.736
Post-test	Mean 3.296	Standard deviation 0.869
Observed difference 1.111		Significant at .001 level

36. Do you know how to make transparencies and overlays?

Pre-test	Mean 1.556	Standard deviation 0.892
Post-test	Mean 3.407	Standard deviation 0.797
Observed difference 1.851		Significant at .001 level

37. Do you know how to prepare ditto, stencil, and multilith masters?

Pre-test	Mean 2.593	Standard deviation 0.931
Post-test	Mean 3.593	Standard deviation 0.694
Observed difference 1.000		Significant at .001 level

38. Do you know how to make dry mounts?

Pre-test	Mean 1.111	Standard deviation 0.320
Post-test	Mean 3.519	Standard deviation 0.802
Observed difference 2.408		Significant at .001 level

39. Are you familiar with the maintenance of basic school records?

Pre-test	Mean 2.000	Standard deviation 1.000
Post-test	Mean 2.963	Standard deviation 0.754
Observed difference 0.963		Significant at .001 level

40. Are you acquainted with library records?

Pre-test	Mean 1.889	Standard deviation 1.013
Post-test	Mean 3.185	Standard deviation 0.921
Observed difference 1.296		Significant at .001 level

41. Are you familiar with inventory controls for books and supplies?

Pre-test	Mean 1.889	Standard deviation 0.934
Post-test	Mean 2.630	Standard deviation 1.043
Observed difference 0.741		Significant at .001 level

42. Are you acquainted with correcting tests and test analysis?

Pre-test	Mean 2.593	Standard deviation 1.010
Post-test	Mean 3.222	Standard deviation 1.121
Observed difference 0.629		Significant at .001 level

43. Item no. 43 on the computer printout divided the aides into those with experience and those without experience. Eleven participants had no experience and 16 participants had experience as teacher aides.

44. Item no. 44 on the computer printout was concerned with experience. Eleven participants had no experience; five participants had one year experience; four participants had two years experience; six participants had three years experience and one participant had ten years experience.

45. Item no. 45 was concerned with years of schooling. This printout indicated as follows:

No. of Aides	Years of School Completed
1	10
1	11
17	12
2	13
4	14
2	15

APPENDIX F
TEACHER AIDES WORKSHOP PARTICIPANTS

AIDES

Daggett

Ferl Briggs	Manila
Diane Smith	Dutch John
Helen Potter	Dutch John

Duchesne

Evelyn G. Miles	Altamont
Twila G. Rhodes	Tabiona
Carlene Williams	Tabiona
Laberta Wadley	Tabiona
Carma Jean Lisonbee	Duchesne
Barbra Jensen	Duchesne

North Summit

Dorthy J. Blonquist	Coalville
Shirley B. Winters	Coalville

Park City

Mary Grose	Park City
Evelyn Stanton	Park City
Carol Santy	Park City

Rich

Laree Cornia	Randolph
Eddis Huffaker	Woodruff
Pamela Weston	Laketown
Mrs. Roger Peart	Randolph

South Summit

Helen Jones	Kamas
Janice Lunt	Kamas

Wasatch

Ardith Young	Heber City
Verna Huffaker	Midway
Josie Hicken	Heber City
Wanda Cummings	Heber City
Carol Perschon	Heber City
Alice Fortie	Heber City

DISTRICT PERSONNEL ATTENDING LAST TWO DAYS OF WORKSHOP

Daggett

Dallan Jesson	Dutch John

Duchesne

Jane LaMay Humphreys	Tabiona
Howard Todd	Blue Bell

Park City

Lilly Marchant	
Kathy Bradley	Park City

Rich

May Grosback	Randolph
Berlin G. Robinson	Laketown

South Summit

Carolyn Park	Kamas
Leora Franson	Kamas

Wasatch

Blodwen Gertch	Midway
Dorthy Eggleston	Heber City
Nell Adamson	Heber City
Susie Giles	Heber City

E. P. D. A.
EVALUATION
PHASE I

UTAH INSTRUCTIONAL SYSTEMS PROGRAM FOR STAFF DEVELOPMENT

March 1, 1970

Submitted to

Utah State Board of Education
Division of Teacher Personnel
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

under Part B, Subpart 2
of the

Educations Professions Development Act
(Title V of the Higher Education Act of 1965)

Submitted by

G. Morris Rowley, Coordinator of Elementary Education
and Director of Utah Instructional Systems Program

and

Delbert Higgins, Specialist in Elementary Education

EVALUATION
EPDA PROJECT
April 1, 1969 - October 31, 1969
UTAH INSTRUCTIONAL SYSTEMS PROGRAM
Phase I
Narrative Report

Introduction

The Utah Instructional Systems Program (UISP) was conceived as a new educational system which would provide an efficient educational system. Components of UISP include a new curriculum, differentiated staffing pattern, use of a variety of technological equipment, and a different deployment of students for instruction.

Success of the other three components of UISP is dependent upon the success of differentiated staffing in that para-professional staff members provide services which would free professional personnel for other things. The professional staff would be able to delegate most of the routine tasks to teacher aides. Thus, the specific competencies of the professional staff can be used to help diagnose children's needs and prescribe programs for overcoming their deficiencies.

Professional Personnel

The professional staff of UISP consists of some 25 teachers and four principals representing four schools located in four school districts. They are all experienced teachers and principals, but few of them had worked with aides before. Therefore, one full week of a three-week workshop held in June of 1969 was devoted to staff development. The two primary emphases of the workshop were: (1) to determine roles and relationships including those of aides, and (2) the improvement of organizational and management skills, record keeping skills, and skills in group dynamics on the part of the professional teacher. G. Morris Rowley, Coordinator of Elementary Education and UISP Director served as consultant for this aspect of training.

Para-professional Personnel

During August of 1969, an announcement was made by each of the four school districts involved in UISP that teachers aides were needed. Interested people made application through the regular channels as established by the districts. Principals and teachers from each school interviewed applicants. After the interview, the final selection of aides was made. Some 12 aides were selected for service in the four schools.

In late August, just prior to the opening of school, the staff of each school arranged a one or two day workshop in which the aides became familiar with written job descriptions. Such things as loyalty to staff and school, the importance of keeping confidences, school-community relations, and wise use of time were discussed. Training was given in record keeping, in the management of the Instructional Media Center, in operation of various types of projectors, in operating duplicators, and in such other aspects of the job as individual professional staff members felt were necessary. Mr. G. Morris Rowley, UISP Director, served as consultant in the workshops for training aides.

Regular in-service meetings were held with the aides to further sharpen their skills as aides. These were conducted by the principal, by the professional teaching team, or by individual teachers in daily planning sessions.

Schools Involved

Four schools have been identified as pilot schools for UISP. They are:

Cedar North Elementary School
Iron County School District
Cedar City, Utah 84720
Claudia J. Forsyth, Principal

Grandview Elementary School
Provo School District
Provo, Utah 84601
Dan R. Bird, Principal

James E. Moss Elementary School
Granite School District
Salt Lake City, Utah 84107
Robert K. Halliday, Principal

Leo J. Muir Elementary School
Davis School District
Bountiful, Utah 84010
Arnold Lund, Principal

These schools represent both urban and rural areas of the state. They all serve approximately the same number of students. Each of the schools is within close proximity to a university, and each has called upon university personnel for assistance in the training program for aides.

Evaluation

Each of the 12 aides has become an effective member of the instructional team. As they have been functioning in schools with professional personnel, and as they have been given training in their responsibilities, they have increasingly used their initiative, resourcefulness, and originality. Each of the principals has expressed himself or herself as believing that a much less effective educational program would be operating without the aides.

Of the 12 aides now in the program, seven have enrolled in university classes for the purpose of completing requirements for becoming a certified teacher. One has enrolled in a secretarial course in order to become a qualified secretary. None of the 12 are full time students, and no funds from the Phase I EPDA grant have been used to pay for university credit.